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AN INSTRUMENT FOR USE IN SELECTING SUPPLEMENTARY MATERIALS FROM FICTION TO ILLUMINATE THE WESTWARD MOVEMENT FOR SEVENTH GRADE PUPILS.

by

Etta Mildred Lindsay

An abstract of a thesis submitted to the Faculty of the Consolidated University of North Carolina in partial fulfillment of the requirements for the degree of Master of Arts in Education.

Greensboro

1943

The purpose of this study was to construct an instrument for use in the selection of supplementary materials in fiction to illuminate the Westward Movement for seventh grade pupils.

The main headings chosen for use in the objective scale were interest, authenticity, reflection of frontier traits, evaluation by experts, and difficulty. Each of these headings has from three to five subdivisions. Fifty-six books were read and evaluated by the assigning of index numbers. The instrument was validated by means of expert opinion and child response.

Among the conclusions reached were the following:

It is possible to create a relatively objective instrument for judging books of fiction.

Using expert opinion and child response as criteria the instrument constructed has high validity.

Experiments with one seventh grade group tend to prove that an instrument of this kind has practical value.

Historical insights and understandings are acquired and retained by pupil reading of books of fiction selected by the instrument.

Individual differences in reading skill within a grade are partially provided for by furnishing reading material, on three levels of difficulty.

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Approved by:

Franklin H. McNutt

Adviser

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CHAPTER I

INTRODUCTION

Origin of Problem

Among the outstanding current directions in American education are the following: from indoctrination to open-minded judgment, from isolated subject matter to an integrated curriculum, from book focus to pupil focus, from academic goals to life goals, from standardization to differentiation, from memorization to thinking, from external restraint to intelligent self-direction, from teacher purpose to guided pupil purpose, from a single text to source material, from assignments to plans, from listening to doing, from competition to social reciprocity, from passive receptivity to active exploration, from subjects to areas, from subject matter emphasis to trait emphasis, and from assignment-study-recitation to exploration.[1]

In too many schools the traditional method is still employed in teaching history. The teacher imposes an assignment, usually a certain number of pages, from a single text. The children study at school or at home, and the class period the next day is a re-hash or re-citation of the assigned pages. This is a lockstep procedure, with no provision for individual differences. There is no intrinsic interest, and there is little opportunity for real discussion. Pupils thus fail to gain valuable insights which lead to the development of desirable social traits, such as independence, thinking, and co-operation.

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[1]Franklin H. McNutt, "Evaluation and Improvement of Elementary Instruction." (Lecture given before a class in Ed. S561 at Woman's College of University North Carolina. Greensboro. June, 1942).

In contrast with this procedure we have the superior situation:

> When the group (including the teacher) of its own initiative and for its own purposes, explores an educationally worth-while area, and in so doing consults sources, divides labor, shares experiences, evaluates, isolates important items for overlearning, drills and tests itself, and leaves a worth-while written record.[2]

If we are to approach this superior situation we must move in the directions stated above. We must look toward the organization of the curriculum by large areas rather than by subjects, and toward teaching these areas by units. Dr. Gray makes the following statement concerning integration, "Since learning is so dependent upon books the efficient integration of reading with other curricular fields is, therefore, one of the most important problems which confront teachers today."[3]

Social studies and reading are inseparable and they lend themselves very easily to integration. Too often social studies fail in their purpose because they are taught merely as a series of factual items. Logasa says:

> For many students the facts of the past as they are gathered from textbooks remain abstract, dry, and lifeless. Unless it comes to have reality in his mind the lessons which history teaches are largely lost to him.[4]

Dr. Judd says:

> They must not be allowed to degenerate into formal repetitions or authoritative statements. Pupils must have example after example of the various stages of evolution until an appreciation is gradually developed in their minds of the struggle that was involved in reaching each higher level. The instructional material necessary to create this appreciation cannot consist of condensed, abstract sentences such as are characteristic of ordinary textbooks.[5]

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[2] Loc. cit.

[3] W. S. Gray, editor, Recent Trends in Reading, Supplementary Educational Monograph, No. 49, (Chicago: University of Chicago, 1939), p. 199.

[4] Hannah Logasa, Historical Fiction Suitable for Junior and Senior High Schools (Philadelphia: McKinley, 1927), p. 11.

[5] Charles H. Judd, "A Complete Program of Social Studies," School and Society, LV (April, 1942), 439.

The ideas of any textbook are of necessity meager and inadequate bedause no author can write clearly or interestingly about so many different events in a few hundred pages. Dr. Beard gives further evidence of the value of correlating history and reading when he states:

> Great poets, essayists, novelists, and critics often penetrate more deeply into the social order than professed writers on that theme. The full significance of the habit of reading enrichment material is now recognized by leading educators. It is an objective that cannot be too strongly emphasized. It not only has the immediate practical value of enlarging the pupils' understanding of a particular development or period, but in addition it may result in a practice which will continue to make life more complete after formal education has ceased.[6]

Horn says further:

> Our chief dependence must be on "collateral readings," better called "basic Readings," for these readings provide the details, the color, and the interest which make books entertaining and comprehensible. From wide reading the group secures the variety and quantities of information that supply the background for any activity program.[7]

Snedaker and Horn in their discussion of reading in the various fields of the curriculum say, "Reading is so intimately related to all the work of the school that it is difficult to determine where reading leaves off and study begins."[8] Again they say:

> Wide reading in the various fields of the curriculum to solve problems or to satisfy interests encourages a more aggressive and thoughtful search for meaning. Such reading results in an appreciation of the significance and the implications of ideas and cultivates a high level of interpretation.[9]

Snedaker and Horn say further:

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[6]Charles A. Beard, "Charter of Social Sciences," The Social Studies, XXXII (February, 1941), 68.

[7]Gray, loc. cit.

[8]Mabel Snedaker and Ernest Horn, "Reading in the Various Fields of the Curriculum," pp. 133-182. The Teaching of Reading: A Second Report. Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I. (Bloomington, Illinois: Public School Publishing Company, 1937).

[9]Ibid., p. 137.

> Collateral reading is particularly important as a means of building the rich background of meaningful concepts that make possible the re-creation of experience. Perhaps no other content field illustrates this point more aptly than does that of the social studies. In reading history, the child must be able to live vicariously the lives of persons in times and places that are far removed from his experience if he is to interpret an historical period in the light of its own time. . . . In each subject collateral reading can supply much of the wealth of detail, anecdote, and illustration necessary to give the vivid, concrete impressions that lend reality to life and provide an appropriate background when the child is concerned with distant lands and with people who lived in other times and under other conditions.[10]

For a long time educators have realized the necessity of tapping additional sources, but only in recent years have they realized the value of wide and free reading from the field of fiction. An appreciation of the true value and usefulness of fiction, as an aid in teaching, is well expressed by Alice Hazeltine:

> The reading of fiction is related to the reading of books of other types in a more or less definite fashion. In no field does intelligent and subtle reading guidance have a wider scope. To establish confidence on the part of the child is of primary importance lest he suspect that an effort is being made to make the reading of stories a pathway to duty instead of a joy for its own sake. Yet threads of interest may lead so naturally from a story to books of information that satisfaction and growth in reading interests are assured. Conversely, books of fiction written sincerely and authoritatively may illuminate the study of a subject in any one of a number of fields and thereby contribute to knowledge and understanding.[11]

Logasa says:

> This skeleton of fact must be made alive by the interesting things that have happened as man travelled down the ages. Both the skeleton and the rounded contours of the muscles are needed to make history alive and vital. . . . This imaginative and popular history material is what I mean by the rounded contour on the history frame; it is the kind of reading pupils will enjoy and which is likely to make them history minded.[12]

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[10] Ibid., p. 143.

[11] Alice I. Hazeltine, Syllabus for the Study of Reading Interests of Children (New York: School of Library Service, Columbia University, 1937), p. 46.

[12] Hannah Logasa, Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools (Philadelphia: McKinley, 1934), p. 7.

Another fallacy in traditional or textbook teaching is the assumption that all children in a given grade have reached the same stage of development. Physically, mentally, and emotionally the majority of pupils are not to be placed in such categories as five, six, and seven. Textbook teaching makes no provision for individual differences. The selected text may be suited to the ability of a few members of the class; for the lower group it is too difficult, and for the upper group it presents no challenge. Concerning the guidance of reading in the middle grades Dr. Whipple has the following idea:

> It is only with difficulty that some of the pupils can read the textbooks prepared for the grade. Other pupils are entirely unable to read the regular textbooks. Unless special adaptations are made in social studies, retarded pupils cannot add to their knowledge the ideas they are expected to gain through reading. Guidance in reading is most effective when an abundance of suitable reading materials is available. The difficulty of the material should vary as widely as the ability of the pupils. A good guaranty of continued reading is to be found in the child's tendency at each stage of development to read widely in social science by free choice.[13]

Logasa says:

> What an individual can do well, easily, and with pleasure, he usually engages in. . . . We should give a wide choice within a carefully selected range of books. All readers, especially the poor readers, must taste the joy of success in reading if they are to continue to read and thus acquire the reading habit. The book must be in the range of reading ability and interest so that the reader is placed in a situation which affords him opportunity for successful achievement. Thus the reader will in time be able to guide his own reading in an intelligent manner. That is the aim of good teaching.[14]

An analysis of reading scores will usually reveal three distinct groups in any grade of any school. There are pupils of superior attain-

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[13] Gertrude Whipple, "Guiding Reading in the Middle Grades," Social Education, III (January, 1939), 45.

[14] Hannah Logasa, "The School Library in the Reading Program," Peabody Journal of Education, XVI (November, 1938). 222.

ment, pupils of ability commensurate with their grade placement, and a group handicapped in varying degrees by inferior comprehension. Durell says, "Any standard test survey will show the highest pupil in a given grade to be several years above the lowest pupil of that grade. The range increases in each higher grade."[15]

That Horn concurs in this opinion is shown by the following statement:

> The wide range of reading ability at any grade level is a matter of common knowledge, but there is little evidence in actual practice that these facts are taken seriously. It is clearly impossible for a single textbook or the same collateral reading to meet the needs of pupils who are six or seven grades apart in reading ability. There should be a range of difficulty commensurate with range in reading.[16]

Clarence Stone states:

> Too little attention has been paid to enabling each teacher to obtain and have on hand materials which are varied . . . with respect to levels of difficulty which are suitable to the varying reading abilities of the groups and individuals within the class or grade. In nearly every classroom in the ordinary graded school, at least three levels are needed.[17]

There is probably no other provision for individual differences that is so effective and so readily made as this one. The best readers should be provided with books that are a challenge to their most serious efforts, and the poorest readers should be provided with books that are within their comprehension. Canty finds a range of from five to seven years in reading ability of the elementary school children of Pelham,

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[15] D. D. Durell, Improvement of Basic Reading Abilities (Yonkers-on-Hudson, New York: World Book, 1940) p. 38.

[16] Gray, op. cit., p. 203.

[17] Clarence R. Stone, "Providing Materials to Meet Individual Differences in Children," pp. 431-434. Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the Department of Elementary School Principals, Vol. XVII, No. 7. (Washington: National Education Association, 1938).

New York. She thinks our present practice tends to make good readers lazy. "It is like feeding a child of ten entirely on cream of wheat and strained vegetables. For poor readers the subject is drudgery and most of the interest is killed."[18]

One of the more recent books says:

> Wide variations in reading ability are usually found in every school grade. The teacher who studies the results of standard reading tests given to her classes will sometimes find that pupils range in reading achievement from the primary level to that of a high school senior.[19]
>
> An adequate program for reading instruction in the elementary grades should consider the individual differences of the pupils. Authorities have pointed out that many adjustment must be made if the differences in the needs, capacities, interests, and attitudes of pupils are to be given satisfactory consideration. The emphasis upon individualization is increasing rapidly and steadily.[20]

Snedaker and Horn express the following opinion:

> Materials that range widely in reading difficulty are essential in order to prevent injustice to both the poor and the excellent reader. The reading abilities within an intermediate grade group studying the Westward Movement may vary from that of the pupil who reads with difficulty a fifth grade book, to that of the pupil who reads easily a college textbook. If the poor reader is not to build ineffectual reading habits and if the good reader is not to become intellectually lazy, the reading list must include books easy enough to be readily understood by the poor reader and books difficult enough to challenge the interest and best efforts of the most competent reader. Collateral readings are a valuable means of supplying materials that provide for individual differences in reading ability.[21]

Statement of the Problem

The purpose of this thesis is to construct an instrument for use in selecting supplementary materials from fiction to illuminate the

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[18] Mary Canty, "More About Reading," Social Education, III (February, 1939), 86.

[19] M. E. Broom, and others, Effective Reading Instruction in the Elementary School (New York: McGraw-Hill, 1942), p. 228.

[20] Ibid., p. 7.

[21] Snedaker and Horn, op. cit., p. 143.

Westward Movement for seventh grade pupils. Phrased as a question it is - What instrument can be used for the selection of supplementary materials from fiction to illuminate the Westward Movement for seventh grade pupils?

This major question is open to subdivision. Thus it may be asked - Is a sufficiently large number of books available? What are the interests of seventh grade children, boys and girls between the ages of twelve and sixteen? Do boys and girls of this age group enjoy the same books? How may one judge the authenticity of books of fiction? How may one determine the degree to which frontier traits are reflected in certain books? How may one determine the literary value, or real worth, of such books? How may one provide for individual differences in reading skill within a grade? Will an instrument of this kind be of practical value to teachers?

Scope of the Problem

The first delimiting factor is that the study be confined to supplementary sources in fiction. Reference reading in the teaching of history has been well organized and directed for a long time, but teachers have neglected to use properly the great storehouse of historical fiction. Biography and poetry have been used in the teaching of history, and many annotated lists are available. The field of fiction, with its tremendous potentialities, has hardly been touched. The instrument constructed will be used solely for the selection of books of fiction. No other type of literature will be considered.

A second delimiting factor is that the fiction be chosen to il-

luminate one segment of American history, the Westward Movement. Various reading lists have been published for American history as a whole, but there seems to be a need for more definite and specific lists dealing with certain periods of history. The dates of the period selected are restricted to the ninety year period between 1800 and 1890. This period is chosen because it is one of the most interesting, romantic, and important periods in American history. This ninety year period is very significant because of its tremendous influence on American life and thought, both in the past and at present.

The third and last delimiting factor is that the books of fiction be chosen for seventh grade pupils. In North Carolina an intensive study of American history comes in this grade. Moreover, seventh grade pupils are perhaps even more diverse in their reading interests and abilities than the children of the other elementary grades. Sufficient provision for these individual differences has not been made, and the need for this provision seems great.

Method

In constructing an instrument for the selection of supplementary material to illuminate the Westward Movement, the first problem was to compile a comprehensive list of children's books of fiction, which seemed to deal with the Westward Movement of American people. In compiling this list the following sources were used: Learning and Teaching History in the Middle Grades,[22] The Subject Index to Books for Intermediate Grades,[23]

[22] Mary G. Kelty, Learning and Teaching History in the Middle Grades (New York: Ginn, 1936).

[23] Eloise Rue, compiler, Subject Index to Books for Intermediate Grades (Chicago: American Library Association, 1940).

The Children's Catalog,[24] Graded List of Books for Children,[25] Five Hundred Books for Children,[26] Historical Fiction and Other Reading References for History Classes,[27] Five Years of Children's Books,[28] Realms of Gold,[29] Library Book Catalog,[30] Right Book for the Right Child,[31] and Classroom Literature.[32]

Each title was placed on a separate card, and the cards were arranged alphabetically according to authors. Each card contained the title, full name of author, publisher, date, price, illustrator, and all annotations from the sources mentioned above. Some of the titles were found in only one source while other titles appeared in from two to eight lists. The original list consisted of two hundred titles, to which a few were added later.

The second essential problem was to make a study of the interests of seventh grade children. For years children's interests were entirely

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[24] Children's Catalog. A Dictionary Catalog of 4200 Books with Analytical Entries for 910 Books and a Classified List Indicating Subject Headings, compiled by Siri Andrews and others. 6th ed. rev. (New York: Wilson, 1941).

[25] Joint Committee of American Library Association, National Council of Teachers of English; Nora E. Beust, chairman, Graded List of Books for Children (Chicago: American Library Association, 1936).

[26] Five Hundred Books for Children, by Nora E. Beust. United States Office of Education, Bulletin 1939, No. 11 (Washington: Government Printing Office, 1940).

[27] Hannah Logasa, Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools (Philadelphia: McKinley, 1941).

[28] Bertha E. Mahony and Elinor Whitney, Realms of Gold in Children's Books (Garden City, New York: Doubleday, 1937).

[29] Bertha E. Mahony and Elinor Whitney, Five Years of Children's Books, A Supplement to Realms of Gold (Garden City, New York: Doubleday, 1936).

[30] Library Book Catalog (Raleigh, North Carolina: North Carolina Education Association, 1942).

[31] Right Book for the Right Child, A Graded Buying List of Children's Books, by Miriam Snow, 3rd ed. (New York: Day, 1942).

[32] Eleanor M. Witmer and Helen L. Scanlon, "Ever Westward, Tales of the Pioneers," Classroom Literature VI (January, 1939).

disregarded in the selection of reading content, but now, as Witty and Kopel say, "The school of interest considers what a pupil likes or admires, or wishes to become, and gives him adjusted reading material which will serve these interests."[33] If students' interests are taken into consideration, it is possible to provide an incentive for reading of intrinsic value.

A rating scale was then constructed, and as the books were read, an index number was assigned to each. The books were judged as to their interest, authenticity, reflection of frontier traits, evaluation by experts, and difficulty.

The validity of these ratings by the instrument was checked in two ways. First, the instrument was submitted to a committee of experts for criticism and approval. Second, the books were submitted to the children for their evaluation. Hazeltine says, "It should be remembered however, that a child often sees reasons why a story is good when an adult cannot. It is also true that the selection which represents the joint approval of child and of book selector is the judgment which is most apt to endure."[34]

As each book was read, a simple test was constructed. The questions, mainly of the true-false and multiple choice types, were intended to check the reader's increased understanding of frontier situations. A simple check list was used to secure the child's opinion as to interest, appeal, reality, and difficulty. Thirty seventh grade children in Holt Elementary School were used for this validation. The collection of

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[33]Paul Witty and David Kopel, Reading and the Educative Process (New York: Ginn, 1939), preface p. 9.

[34]Hazeltine, op. cit., p. 46.

books was placed in the seventh grade on a special shelf. The children were told that they could find interesting reading material on this shelf, and that the reports they gave on these books would give them credit on the nine book reports required during the year.

Survey of the Literature

To avoid duplicating previous work and to secure help for the problem at hand, the following indexes were carefully checked:

Palfrey, Thomas R., and Coleman, Henry E., Guide to Bibliographies of Theses -- United States and Canada. 2nd edition. Chicago, A. L. A. 1940. 54 p.

United States. Library of Congress. Catalogue Division. List of American Doctoral Dissertations Printed in 1912 -- Washington, Government Printing Office, 1913-1938.

Doctoral Dissertations Accepted by American Universities. 1933-34- Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries, New York, Wilson, 1933/34 - 1941/42.

United States. Office of Education. Library. Bibliography of Research Studies in Education, 1926-27. Washington, Government Printing Office, 1929-1940.

Good, Carter Victor, Doctors' Theses Under Way in Education, 1930-31- Appears annually in the January issue of the Journal of Educational Research. Jan., 1931 - Jan., 1943.

Gray, Ruth A. Doctors' Theses in Education. . . Washington, Government Printing Office, 1935. 69 p. (U. S. Office of Education. Pamphlet No. 60).

School Life. Washington, Superintendent of Documents, Government Printing Office. March, 1935 - March, 1942.

Columbia University. Teachers College. Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy, Vol. 1, 1899-1936, compiled and edited by Anver Barstad, and others, Teachers College Bulletin, 28th Series, No. 4, February, 1937. New York, Teachers College, 1937. 136 p.

Teachers College Record. New York, Teachers College, May, 1936 - May, 1942.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education. New York, New York University, School of Education, 1937. 117 p.

Northwestern University. List of Doctoral Dissertations, 1896-1934. Evanston, Illinois, The University, 1935.

Limitations of the Study

There are several limitations to the validation of the rating scale through the reading and the reports of the children. Certain books were not available for their reading, some were available for a short time only, others were available but not read at all, a few were read many times, and a few were read by girls only. There were only thirty children in the grade, and this group was more homogeneous in reading ability than the average group in Holt School, the range being from 6.3 to 9.0. The seventh grade group, in the previous school year, ranged from 5.4 to 12.0 in reading ability. Approximately two-thirds of the books read were from the list recommended for inferior readers. Many children needed to read easy books, but there were others who took the path of least resistance in completing part of a required task, that of making nine book reports during the year.

In their reports the children were influenced at times by the remarks of other children who had reported on the same book. Occasionally children gave the answer they thought was expected or would be approved, not, what they actually thought.

The instrument of selection was applied to only fifty-six books, a limited number compared with the original list of two hundred.

Collateral Studies

In 1938, at the University of Wisconsin, Alfred R. Christendon wrote a Master's thesis, entitled A Unit of Work Correlating American Literature and History. Christendon's study, which covered the period in American history from 1865 to 1900, was prepared for the use of teachers in senior high schools. This correlated unit was planned in detail as to daily assignments, committee work, discussions, and objective tests. It was organized as a nine-weeks elective course, to be taken by a selected group of pupils. The reading of six novels was required, and four alternative novels were suggested for further background. The books were always to be the centers of interest, and through them two historical topics were to be taught - The Meaning of the Civil War, and The Rise of the American Plutocracy and the Agrarian Protest. The author planned at a later date to work out similar units for the World War period, and The United States from 1920 to the Present.

The chief similarity to the present study was the effort to get away from textbook teaching, to correlate social studies and reading, and to make a period of American history more meaningful through the use of carefully selected books of fiction. The period of history selected was different, provision for individual differences in ability was not a prime consideration, and a few books were to be used by all. The books were to be centers of interest, rather than being used as supplementary materials.

In 1940, at Alabama Polytechnic Institute, Caroline Ruth Newman wrote a Master's thesis, entitled An Approach to the Interpretation and Teaching of American History through Songs that Were Contemporary with

Each Period. Miss Newman attempted to portray American life through the songs of the people, in seven periods of our history: 1492-1750, 1750-1789, 1789-1820, 1820-1860, 1860-1865, 1865-1914, 1914-1940. Her selection of songs characteristic of each period was made purely on a subjective basis. She selected songs for their historical quality, "typical and characteristic songs, for the most part simple in type." The classifications chosen were folk songs, patriotic, popular, sacred, negro spirituals, and semi-classical. The words and music were then placed alphabetically and chronologically for each of the seven periods. Each song was briefly discussed, and procedures by which the songs might be used in teaching American history were suggested.

The similarity to the present study lay in the attempt to integrate subjects of the curriculum and to make the study of history more vital. The studies were dissimilar in that the whole field of American history, rather than a specific period, was covered, the illumination was given through music rather than through literature, the work was not planned for any particular grade or age group, and there was no provision for individual differences.

In 1935, at Pennsylvania State College, Roy S. Jamison wrote a Master's thesis, entitled Historical Fiction as an Aid in the Development of Superior Attitudes and Achievement in American History. As a result of an experiment conducted in two eleventh grade classes of American history, he concluded that historical fiction, as an auxiliary agency in teaching history, effected only slight improvement in pupil attitude toward history; but that it augmented pupil achievement in history to a considerable extent. The chief similarity to the present study lay

in the recognition of the value of fiction as an aid to achievement in American history. The grade level, the method, and the main emphasis were entirely different.

In 1935, at New Jersey State Teachers College, Florence Jane Chapman wrote a Master's thesis, entitled The Use of Biography in Junior High School American History. This study included discussions of the value of biography, lists of suitable biographies with directions for their use, and a summary of the results of the practical application of the biographical concept as observed in ten junior high schools. The chief conclusion was that biography might profitably be used in teaching American history in the junior high school. The similarity in this case lay in the idea of vitalizing the study of American history through the use of supplementary reading materials. The grade level was the same, but method, emphasis, and type of supplementary reading material were different.

Hannah Logasa is the author of Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools. This volume was first published in 1934 (144 pages), and a revised edition came out in 1941 (193 pages). In the more recent edition four hundred twenty titles are omitted, eleven hundred new titles are added, and new sections for periods since the World War are included. The titles are arranged alphabetically under two headings: (1) Stories, (2) Biography, narrative, topical account - (a) imaginative, (b) factual. Books of especial value are marked with an asterisk, and books on the junior high school level are designated as such. The five divisions of the 1941 edition are: Ancient History, Medieval and Modern Europe, Canada, Latin America, United States History. For each book the approximate time and a very brief annotation are given.

Logasa's list is all-inclusive as to periods of history, types of literature, and groups of children for whom the help is intended. The only similarity to the present study is the general idea - that of vitalizing the teaching of history through the use of supplementary reading materials.

Jean Carolyn Roos, of the Cleveland Public Library, has compiled a similar reading list entitled Background Readings for American History. The second revised edition (1939) includes readable and useful material which will help to interpret the various periods of American history to junior and senior high school students and for use with teachers. Her arrangement is: first, to list books of fiction alphabetically; and second, to list books of non-fiction in the same order. A brief annotation is given for each book. She uses the following divisions of American history: Discovery and Exploration, 1000-1607; Colonization, 1607-1763; The Birth of the Nation, 1763-1789; The Federal Republic, 1789-1829; The Growth of Sectionalism, 1829-1861; The Civil War and Reconstruction, 1861-1875; National Expansion, 1875-1914; The World War, 1914-1918; and Our Times, 1920-.

Various studies were listed which dealt with the correlation of poetry, biographical material, and literature in general with social studies. None was found which seemed to duplicate the present study - the construction of an instrument to be used for the selection of supplementary materials from fiction to illuminate the Westward Movement for seventh grade pupils.

CHAPTER II

THE IMPORTANCE OF THE WESTWARD MOVEMENT

The New American Frontier Defined

The purpose of this chapter is to show the importance of the Westward Movement as a great molding influence in American life. Few people have a genuine appreciation of the enormous influence the American frontier has had upon the traits, outlook, habits, political organization, and religious experience of the American people. In 1893 Frederick Jackson Turner pointed out that,"American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character."[1]

The frontier is defined by Turner as the region that, "Lies at the hither edge of free land," and as, "That settlement which has a density of two or more to the square mile."[2] Others have defined it as the place where civilization comes face to face with nature unchanged by man, as that portion of a country between a civilized and an unsettled region, and as the confines of civilization.

According to Adam's view:

> The new American frontier that was forming around 1800 was different from preceding ones, and more typically "American" as we have come to consider it. The first frontier of settlement had not really been an "American" frontier at all. All the settlers had England for a background. Poor and well-to-do, learned and

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[1]Frederick Jackson Turner, Frontier in American History (New York: Holt, 1921), pp. 2-3.

[2]Ibid., p. 3.

> unlearned, gentlemen and laborers, were mingled in fairly close contact. As a newer frontier formed at the back of the old settlements, there was, it is true, no European background, but the pioneers were nowhere far from our oldest settled country. To a considerable extent, however, in passing the population through such a sieve over and over again, and, when the first migrations over the mountains occurred, there was another elimination of education and refinement. Moreover, with each successive swarming out from the older settlements the background of culture and beauty became more and more meager.[3]

By 1890 the frontier was lost in the Pacific. The census report of that year reported that the frontier had disappeared. Such developments and inventions as McAdam's technique for building roads, Fulton's steamboat, the Erie Canal, the telegraph, telephone, and railroads had caused the collapse of distance, and had tied the continent into one nation. Large amounts of land were taken up after 1890, but as Adams says, "The genuine frontier was not merely a staked claim to a farm; it was a state of mind and golden opportunity."[4]

Aspects of the Frontier

The frontier was a great leveling force. Free land and equal opportunity made class distinctions impossible. All were poor, all had to work hard, all had to face the same dangers and hardships. Culture, refinement, and education were left behind. As Adams says, "Something had to be cast overboard, and it proved as always to be the less immediately 'useful' parts of a man's life, the aesthetic and intellectual."[5] Again speaking of the general appearance of houses, lots, waysides, he says, "Like intellectual culture, such things came to be considered foolish

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[3]James Truslow Adams, The Epic of America (Boston: Little, 1931), pp. 122-123.

[4]Ibid., p. 304.

[5]Ibid., p. 43.

> unlearned, gentlemen and laborers, were mingled in fairly close contact. As a newer frontier formed at the back of the old settlements, there was, it is true, no European background, but the pioneers were nowhere far from our oldest settled country. To a considerable extent, however, in passing the population through such a sieve over and over again, and, when the first migrations over the mountains occurred, there was another elimination of education and refinement. Moreover, with each successive swarming out from the older settlements the background of culture and beauty became more and more meager.[3]

By 1890 the frontier was lost in the Pacific. The census report of that year reported that the frontier had disappeared. Such developments and inventions as McAdam's technique for building roads, Fulton's steamboat, the Erie Canal, the telegraph, telephone, and railroads had caused the collapse of distance, and had tied the continent into one nation. Large amounts of land were taken up after 1890, but as Adams says, "The genuine frontier was not merely a staked claim to a farm; it was a state of mind and golden opportunity."[4]

Aspects of the Frontier

The frontier was a great leveling force. Free land and equal opportunity made class distinctions impossible. All were poor, all had to work hard, all had to face the same dangers and hardships. Culture, refinement, and education were left behind. As Adams says, "Something had to be cast overboard, and it proved as always to be the less immediately 'useful' parts of a man's life, the aesthetic and intellectual."[5] Again speaking of the general appearance of houses, lots, waysides, he says, "Like intellectual culture, such things came to be considered foolish

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[3]James Truslow Adams, The Epic of America (Boston: Little, 1931), pp. 122-123.

[4]Ibid., p. 304.

[5]Ibid., p. 43.

ornament for those who were effeminate in taste and not up to a real man's work."[6]

The frontier obscured individual differences. "I. Q. 140 swung an axe, followed the plow, shot game or Indians, talked of weather or crops; so did I. Q. 75, the one about as effectively as the other. Intelligence became confused with information and all could aspire to the latter. . . . The hide nourished by blue blood was no more resistant to an arrow than was one nourished by red. Nor could blue blood cut trees and wrestle with the soil more effectively. Barring stature and physical strength, men were much alike."[7]

As Americans began to understand better both the hardships and technique of frontiering, "The older and more substantial men became more and more hesitant about venturing, and the frontier rapidly became young."[8] Woestemeyer states, "Often the pioneers were young couples just starting off from home. With youth there is generally the optimism that can face physical labor for a promise of better things."[9] Hope and inexperience combined to emphasize freedom and democracy of the wilderness and of economic equality. Self-confidence, aggressiveness, self-assertion, and unteachableness were greatly increased by the simplicity of the pioneer's problems and of his life.

Families had to practice independence on the frontier. "The first lesson the backwoodsman learnt was the necessity for self-help;

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[6]Ibid., p. 219.

[7]Franklin H. McNutt, The Social and Psychological Background of the Progressive School Movement, Unpublished Doctor's dissertation. Ohio State University, 1932. p. 42.

[8]Adams, op. cit., p. 124.

[9]Ina Faye Woestemeyer, The Westward Movement (New York: Appleton-Century, 1939), p. 6.

the next, that such a community could only thrive if all joined in helping one another. Log-rollings, house raisings, house warmings, corn shuckings, quiltings, and the like were occasions when all the neighbors came together to do what the family itself could hardly accomplish alone."[10]

Paxson describes the social aspects:

> The loneliness of frontier life made a craving for companionship that gives peculiar character to its religion, politics, and play. Nearly every traveler, whose journey took him to the region, noticed this trait and described the group activities that lightened it. The frontier social life may be said to have its beginning at the log-raising that attended the construction of the cabin. The single axman could cut his trees, and notch them, but he lacked appliances or strength to lay the logs in place. When the timbers were ready the neighbors of the countryside would ride in on horseback, from thirty or forty miles away. With wives on pillion and infants in arms they came; for where one went it was easiest for all to go. They made a picnic of the occasion, and the able-bodied men in a few hours, too few to spoil the play, piled up the logs and laid the roof. The frontier welcomed the legitimate excuse for such a gathering. Weddings became boisterous and rude, with home-stilled whiskey in an open tub, a drinking gourd at its side. Funerals lost something of their solemnity when relatives and friends so manifestly welcomed the opportunity to get together. The occasions came infrequently, but when they came there were stores of pent-up loneliness to be relieved. In politics and in religion, there was a formative condition in this fact that every gathering was a neighborhood festivity and that teaching and argument must be phrased in the language of excitement to meet the need of loneliness."[11]

The spirit of co-operation was fostered not only by the feelings of insufficiency and loneliness, but also by the everpresent danger of Indians and the constant fear of Indian attacks. Turner says, "The Indian was a common danger, demanding united action."[12]

Another trait developed by the frontier is the experimental outlook on life. The pioneer was willing to take chances, and the fact that

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[10] McNutt, op. cit., p. 44.

[11] Frederick L. Paxson, History of the American Frontier (Boston: Houghton, 1924), p. 115.

[12] Turner, op. cit., p. 15.

he won more often than he lost, gave rise to a spirit of rampant optimism. This experimentation was forced by the changed environment. As the new ideas and methods so often worked, material success became the prime consideration, and the American people became pragmatic. Accord- to McNutt:

> In this country, new and revolutionary ideas usually come from the West, not from the old and conservative East. It is the West that will try anything once. Jefferson, Jackson, Lincoln, Bryan, Theodore Roosevelt, Wilson, all rode to power on waves from the West. Populism, free-silver, the farmer-labor movement, the initiative and referendum, recall of judges, companionate marriage, were spawned in the experimental West. . . . This experimental attitude, this willingness to try anything once, this doubt of old formulae, this receptivity to revolutionary ideas was ingrained by the old frontier.[13]

Turner describes the influence of the frontier on intellectual traits as follows:

> From the conditions of frontier life came intellectual traits of profound importance. The works of travelers along each frontier from colonial days onward describe certain common traits, and these traits have, while softening down, still persisted as survivals in the place of their origin, even when a higher social organization succeeded. The result is that to the frontier the American intellect owes its striking characteristics. This coarseness and strength combines with acuteness and inquisitiveness; that practical, inventive turn of mind, quick to find expedients; that masterful grasp of material things, lacking in the artistic but powerful to effect great ends; that restless, nervous energy; that dominant individualism, working for good and for evil, and withal that buoyancy and exuberance which comes with freedom - these are traits of the frontier, or traits called out elsewhere because of the existence of the frontier.[14]

Religion was influenced and changed greatly by the influence of the frontier. The loneliness and emptiness of life on the frontier necessitated an outlet for the emotions. Turner says, "Various denominations strove for the possession of the West . . . and the multiplica-

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[13] McNutt, op. cit., p. 49.
[14] Turner, op. cit., p. 37.

tion of rival churches in the little frontier town had deep and lasting social effects."[15] At first the main religion of the frontier had been Presbyterian, but about 1800 the less intellectual and more emotional appeal of the Baptists and Methodists caused increased popularity for these faiths. Their ministers were not well educated and their appeals were all to the emotions. According to Adams, "The almost incredible camp meetings catered to the settler's desire for company and to his need for expression in emotional life."[16] He continues, "The camp meeting is a key to much that we shall find even in present-day life, in a nation even yet emotionally starving."[17]

The frontier exerted a tremendous influence on political organization and legislation. As Turner states, "The legislation which most developed the powers of the national government, and played the largest part in its activity, was conditioned on the frontier."[18] Again he says, "The growth of nationalism and the evolution of American political institutions were dependent on the advance of the frontier."[19] Three important subjects of national legislation influenced by frontier ideas and needs were the series of internal improvements, protective tariffs, and the disposition of public lands. Loose construction of the constitution increased with the needs and demands of the frontier. According to Turner, "It was this nationalizing tendency of the West that transformed the democracy of Jefferson into the national republicanism of Monroe and the democracy of Andrew Jackson."[20]

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[15] Turner, op. cit., p. 36.
[16] Adams, op. cit., p. 127.
[17] Ibid., p. 128.
[18] Turner, op. cit., p. 24.
[19] Ibid., p. 24.
[20] Ibid., p. 29.

The democracy of the frontier, with its accompanying, individualism, produced antipathy to control, and particularly to any direct control. Again quoting Turner:

> But the democracy born of free land, strong in selfishness and individualism, intolerant of administrative experience and education, and pressing individual liberty beyond its proper bounds, has its dangers as well as its benefits. Individualism in America has allowed a laxity in regard to governmental affairs which has rendered possible the spoils system and all the manifest evils that follow from the lack of a highly developed civic spirit. In this connection may be noted also the influence of frontier conditions in permitting lax business honor, inflated paper currency, and wild-cat banking.[21]

In summarizing this discussion of the importance of the Westward Movement, it can be said that the frontier was the prime factor in the production of the "American Dream," described by Adams as follows:

> That dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement. It is difficult for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.[22]

Through traditional textbook teaching, few pupils will gain a satisfactory insight into this period of history. Few will understand its significant influence on American life, in the past and at present. These desired insights and understandings may be gained more easily and adequately through the reading of various books of fiction dealing with this period. Since the best of these books should be selected and be made available for pupils, it will be helpful to construct an instrument for use in selecting the books of fiction. The construction of such instrument has been the purpose of this study.

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[21] Turner, op. cit., p. 32.
[22] Adams, op. cit., p. 415

CHAPTER III

SOURCES USED IN DEVELOPING THE INSTRUMENT

Interests of Seventh Grade Children

In constructing an instrument for use in selecting books of fiction to illuminate the Westward Movement for seventh grade pupils, many considerations were involved. The first and perhaps the most important question to be answered was, "What are the interests of seventh grade children, boys and girls between the ages of twelve and sixteen?"

For years children's interests were entirely disregarded in the selection of reading content, but now, as Witty and Kopel say, "The school of interest considers what a pupil likes, or admires, or wishes to become, and gives him adjusted reading material which will serve these interests."[1] If students' interests are taken into consideration, it will be possible to provide an incentive for reading of intrinsic value. Horn thinks:

> It is important that the books for each grade have a range of interest appeal and difficulty which is commensurate with the range of experience and reading ability among the pupils. In the case of reading ability, the range of difficulty should probably not be less than six or seven years in any grade. But even among children of approximately equal reading ability, the range of interest will be very wide. Not all people like the same poems or the same stories or the same books. There must be selections which appeal to all.[2]

Jordan's study of children's interests in reading, which was published in 1921, gives the following conclusions:

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[1]Paul Witty and David Kopel, Reading and the Educative Process (New York: Ginn, 1939), preface p. 9.

[2]Ernest Horn, "The Improvement of Leisure Reading," p. 345. Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the Department of Elementary School Principals, Vol. XVII, No. 7. (Washington: National Education Association, 1938).

1. The interests of boys and girls in reading are very dissimilar.

2. The major interests of boys from ten to thirteen years in reading are included in four general types of fiction: war and scouting, 32%; school and sports, 29%; boy scouts, 16%; and strenuous adventure, 23%.

3. The interests of girls are principally concerned with fiction which portrays: home, 37%; home and school, 19%; school, 15%; fairy stories, 6%; historical background, 6%; love, 7%; and miscellaneous, 10%.[3]

May Lazar studied the reading interests, activities, and opportunities of bright, average, and dull children.[4] She found in the upper elementary grades, adventure and mystery stories in the case of boys, and these together with home and school stories in the case of girls, account for the largest fraction of choices for all levels of intelligence. She found that very bright children are differentiated from average children less by material which they read than by the age at which they read it. Titles read by average children of eleven or twelve are read by the very bright at eight or nine. From the responses of two thousand school children in New York City, with a median age of 11.4, she listed their interests in reading as follows: adventure (action, excitement, thrills), mystery, realism (so real and true to life), suspense (it keeps you guessing), child life, humor (mischief), animal life and nature, sportsmanship and bravery, sports, airplanes, and inventions.

Dale Zellar made a study of the relative importance of factors of interest in reading materials for junior high school pupils.[5] Five judges chose seventeen of eighty-five factors that play an important part in

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[3]Arthur M. Jordan, Children's Interests in Reading, Contributions to Education, No. 107 (New York: Bureau of Publications, Teachers College, Columbia University, 1921), p. 128.

[4]May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, Contributions to Education, No. 707. (New York: Bureau of Publications, Teachers College, Columbia University, 1937), p. 43.

the adolescent's choice of reading: action, familiar experience, humor of funny incident, sincerity of writing, rivalry, mystery, adventure, happy ending, plot, people, appeal to senses, romantic love. These factors were checked with more than four thousand junior high school pupils in nine schools in six different states. Action and humor were found to be the only factors statistically significant.

Thorndike based his study of children's interests in reading on a fictitious annotated questionnaire.[6] He studied 2891 cases, in grades four through twelve, ages eight through sixteen. His findings concurred with Lazar's in that the reading interests of bright children are most like a group of mentally slower children who are two or three years older than they. In the same sex there is positive correlation in interest patterns of groups differing by several years in age and by as much as thirty points in average intelligence quotient.

He found sex conspicuously more important than age or intelligence as a determiner of reported interest pattern. The acceleration of interest in bright children did not seem to be entirely or even predominantly a scholarly or bookish precocity. Teachers should expect sharp differences at these ages. He found that stories of home life, of romance, and of feminine school adventure were rejected by the boys, who were interested to a much greater degree than the girls in science and inventions, sports, and violent adventure.

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[5] Dale Zellar, The Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils, Contributions to Education, No. 841 (New York: Bureau of Publications, Teachers College, Columbia University, 1941)

[6] Robert L. Thorndike, Children's Interests, A Study Based on a Fictitious Annotated Questionnaire, (New York: Bureau of Publications, Teachers College, Columbia University, 1941), pp. 35-37.

In California, Hockett and Forry studied children's interests in reading.[7] They secured the reactions of about eight hundred pupils in grades three through seven, to a list of suggested topics. These reactions revealed strong interests in action and exciting adventure, surprise, and humor. Older boys and girls were interested in animals chiefly when they were involved in the stories with human beings, as pets or as participants in adventure.

Lee and Lee found that reading volume and interest seem to be largely determined by literary environment, reading ability, mental and emotional development, and experiential background.[8] Stories must be fast moving and graphic. Children enjoy records of human experience which are partially familiar to them. Tastes of bright, average, and dull differ; tastes are affected largely by socio-economic status. They note marked sex differences and state that this dissimilarity should be discouraged. Reading interests vary greatly with age, and certain interests can be developed.

Concerning interests in reading Witty and Kopel make the following statements:

> Girls usually read more books than boys, but boys appear to have a somewhat wider range of interest. . . . Although girls read boys' books, boys seldom read those chosen frequently by girls. . . . The types of reading preferred by mentally dull children differ but slightly from those preferred by mentally average and bright children. The dull children apparently like humorous items less than do the other groups. And, of course, they frequently

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[7] John A. Hockett and Kenneth M. Forry, "Interest in Reading Expressed by Pupils in Grades Three to Seven," pp. 89-95. Children's Interests: Elementary School Level. Twelfth Yearbook of California Elementary School Principals Association, Vol. XII (Los Angeles: California Elementary School Principals Association, 1940).

[8] J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: Appleton-Century, 1940), pp. 360-365.

> choose selections of such difficulty that it is improbable that much success or understanding can attend their reading. . . . As one would expect, inefficient readers peruse few and inferior books. When children's reading ability is lower than their grade norm, one finds the proportion of unfinished books to be large. The slow reader comprehends little of what he reads and seldom reads a book twice. . . . They find few easy books suitable for them because of the dearth of easy materials written on various levels of social maturity. . . . Sex differences, too, are to a large measure dependent upon local customs or traditional expectations. The elements of interest which are notably significant in the interest of one sex are all positive in value for the other sex also.[9]

In their study based on children's voluntary reading, Terman and Lima found twelve year olds interested in old hero stories, adventure, science, home life, and nature stories.[10] Boys liked adventure and mystery, and girls liked home and school life.

Betzner and Lyman in discussing reading interests and tastes think the most significant conclusions with respect to the preferences of young children are these:

> 1. There is evidence that elementary school children will read what is accessible to them.
> 2. Children enjoy the records of human experience dealing with content that is at least partially familiar to them.
> 3. They prefer material that is presented graphically with action and dramatic quality.
> 4. They enjoy reading material that is read under pleasant, agreeable conditions.
> 5. Certain aspects of format influence the choices of books by children.
> 6. The average preferences of elementary school children differ considerably from the choices made for them by adults directing their reading.[11]

After careful consideration of such studies, Betzner and Lyman, in agreement with other authorities in the field of reading, conclude:

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[9] Witty and Kopel, op. cit., pp. 26-34.

[10] Paul McKee, Reading and Literature in the Elementary School (Boston: Houghton, 1934), p. 493.

[11] Jean Betzner and R. L. Lyman, "The Development of Reading Interests and Tastes," Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the Department of Elementary School Principals, Vol. XVII, No. 7 (Washington: National Education Association, 1938), p. 186.

> The reported investigations of children's tastes and interests up to the present time cannot be accepted at their face value. At best, they have disclosed only broad average trends in the preferences of somewhat narrowly selected groups. Moreover, they have been concerned mainly with the compiling of choices under different conditions, seldom under conditions of adequate exposure to wide varieties of reading materials. Little or no light has been thrown on the changing tastes of individuals or on the specific determining factors that affect changes in the taste of individuals. Since tastes and interests are predominantly individual matters, generalizations expressing the preference of a race, a sex, an age, or a group of given reading ability are not sufficiently specific to furnish valid criteria. Moreover, many of the studies have been so loosely controlled that the results probably do not indicate the free choices of the groups studied. Adequate techniques for determining such choices have not been discovered.[12]

After a careful consideration of the various studies concerning children's interests, five subdivisions were chosen for use in the rating scale. They are fast action, broad humor, suspense or mystery, appeal, and projection or identification. A book containing much adventure and exciting action interests seventh grade children more than one in which the action is mild and slow moving. They ask for a book in which "something is always happening," one that makes "your heart beat fast," and one that has "lots of shooting and fighting." Boys especially like Indian raids, runaway teams, stampedes, hasty punishment of claim jumpers, blizzards, and stagecoach robberies.

Readers of all ages like amusing incidents, to a greater or lesser degree. Humor, to be appreciated by children, must be broad and easily sensed, not of the subtle type.

Most children like a happy ending, but they want the element of suspense or mystery. The author must keep them guessing as to the outcome.

Several investigators found marked sex differences in the reading interests of children. Some books appeal to both boys and girls of vary-

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[12] Ibid., p. 189.

ing ages; others appeal to boys only, to girls only, or to children of one age or interest group; and there are books which appeal to an even more limited group.

Another test of real interest is the child's ability to identify himself with the thought and action of a character or characters in a book. It must be made so real and true that he himself seems to be living through the events described.

Emotional content was originally included as one of the important factors of interest. This criterion was omitted when it was found that it played such a negligible part in books of fiction dealing with the Westward Movement. For many seventh grade children emotional content will not be a basic interest.

Criteria for Authenticity

In selecting books to illuminate any period of history one must be sure that the right kind of light is given - that the book is authentic. Horn and Snedaker think that recreatory reading lists should be selective rather than extensive.[13] They believe a serious shortcoming of these lists is the inclusion of books from which the reader acquires distorted and inaccurate ideas. Many of the books of fiction dealing with the Westward Movement were written by people who actually lived through the events being described. Others were written by relatives or friends of people who participated in this movement, and still others

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[13]Mabel Snedaker and Ernest Horn, "Reading in the Various Fields of the Curriculum," The Teaching of Reading: A Second Report. Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1937), p. 148.

were written from information secured from carefully kept diaries. In many cases the preface of the book gives in detail the author's background, of study and experience, which prepared him to write authentically of the period in question.

Under authenticity three criteria were listed: accuracy of the physical setting, truth of social setting, and plausibility. Through the use of maps, and by reference to history texts and encyclopedias, the accuracy of various phases of the physical setting - such as rivers, mountains, towns, and directions - could be checked.

The other qualities of authenticity, conformity to social setting and plausibility, were more intangible and thus more difficult to judge. The outlines of Woestemeyer were very useful in this respect.[14] These outlines give, for each decade from 1780 through 1890, the main events and outstanding characteristics of population flow, transportation and travel, admission of states, economic development, and land sale. To be true to social setting, pioneer children must not be depicted with expensive toys or a large number of school books; there must be no slaves in California; no bridges across rivers; no mail by pony express before 1860; no steamboat travel before 1807; and almost no buying with actual money. The action of the characters must be reasonable and in keeping with the customs of the period and place in which they live. When the authenticity of a character, scene, or action seemed doubtful, it was necessary to refer to source material.

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[14] Ina Faye Woestemeyer, The Westward Movement, A Book of Readings on Our Changing Frontiers (New York: Appleton-Century, 1939).

Reflection of Frontier Traits

If a book is to illuminate the Westward Movement, it must reflect those frontier traits most characteristic of the pioneers who moved into the West. These traits, which have been discussed in a previous chapter, will be reviewed briefly at this point. Co-operation was perhaps the most outstanding of these traits. Co-operation between members of a family, between families in a wagon train, between neighbors in a thinly settled land, between people and animals - this trait was essential to the opening of the West. Pioneers shared their food, helped a new-comer clear his land and build his cabin, welcomed visitors in their small cabins, enjoyed work and simple amusements together, fought the Indians together, took good care of their animals.

Another characteristic frontier trait was independence, the ability of the pioneer to act, to work, and to think for himself when necessary. This was true of pioneers of all ages, even the very young and the old. Many of the people who went West were young and they were entirely free in their new life. They were not restrained by tradition or by the advice of older members of the family. They were, for the most part, eager to try new and more democratic ways of life than they had been accustomed to in their old homes. The independence brought with it a greater respect for the individual person - respect for his ideas, his actions, and his abilities. Self-confidence, aggressiveness, and self-assertion were characteristic of the pioneer. People in the West found real Americanism - freedom and opportunity for all. Hope and inexperience combined to emphasize economic equality and the freedom and democracy of the wilderness.

To succeed the pioneer had to be practical. Culture, beauty, lux-

ury, and education were disregarded. Beautiful furniture was left in the East, or by the roadside when the load became too heavy. The wagon train went on in spite of sickness or death. Clothing was drab, plain, durable, and homemade. The monotony of a diet of salt pork and bread continued for months at a time. Cabins were built for safety and warmth, not for beauty or convenience. Children often had very little or no formal schooling for years. A mining settlement got rid of a claim jumper with no court and with very little loss of time. These are typical examples of the pragmatism which pervaded the lives of the pioneers.

The physical courage of pioneers is almost without parallel. Men, women, and children withstood unbelievable hardships of weary travel, starvation, illness, death, Indian attacks, loss of provisions, stealing of claims, clearing new land. They met these hardships bravely, uncomplainingly, and with undaunted spirits. Truly a book is unworthy of being called a pioneer story if it does not portray vividly the physical courage of its characters.

These five characteristic frontier traits - co-operation, independence, respect for the individual, practicality, and physical courage - were selected for use in the rating scale.

Evaluation by Experts

A certain book of fiction dealing with the Westward Movement may appeal to the interests of children, it may be authentic, it may reflect characteristic frontier traits; yet, it may not possess real merit as judged by authorities. In spite of the fact that the advice of experts cannot always be followed in actual practice, we are guided by the opinion of certain experts whose judgment has been tested and accepted rath-

er universally. The literary value of each book was judged on a basis of its rating by experts. This section of the rating scale was divided into three parts; rating by Children's Catalog,[15] rating by Subject Index,[16] and rating by inclusion in other lists.

In the realm of children's literature two outstanding authorities are Children's Catalog and Subject Index. The former is a dictionary catalog of 4200 books with analytical entries for 910 books and a classified list indicating subject headings. The catalog is based on the votes of children's librarians and school librarians who carefully checked the fifth edition, the supplements from 1937 to 1940, and a list of several hundred new books. Opinions of other library groups as well as individuals were asked about science, industry, and borderline titles. Final selections represent composite opinions of a large and varied number of librarians in actual public library or school library work. Recreational reading is stressed although some texts are included. Eleven hundred books are starred and recommended for first purchase. Eight hundred eighty of these books have one star and are considered to be generally useful books of real merit. Two hundred twenty of these books, which have two stars, possess lasting merit and universal appeal. The books are graded to designate proper grade placement.

Eloise Rue compiled the Subject Index, under the sponsorship of the American Library Association. From four thousand subjects and twenty thousand entries, thirteen hundred books were finally selected. In

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[15] Children's Catalog. A Dictionary Catalog of 4200 Books with Analytical Entries for 910 Books and a Classified List Indicating Subject Headings, compiled by Siri Andrews and others. 6th ed. rev. (New York: Wilson, 1941).

[16] Eloise Rue, Subject Index to Books for Intermediate Grades (Chicago: American Library Association, 1940).

this index the material in representative texts and books of fiction is conveniently catalogued under appropriate topical headings. The double asterisk indicates a book unusually good both as to curriculum tie-up, and as to content, style, and format. The single asterisk represents the best available material for a particular subject, although the book may be mediocre in other respects. Good books are often unstarred if reading matter on that subject is plentiful.

Each book was checked as to the number of its inclusions in other reliable book lists, which had been used in compiling the original list of books. It is likely that a superior book would be recommended in a larger number of lists than would a mediocre or inferior book.

Reading Difficulty

After a book has been evaluated as to interest, authenticity, inclusion of frontier traits, and opinion of experts, another question is still unanswered. How is the difficulty of the book to be determined? Should this book be recommended for the inferior, the average, or the superior reader in the seventh grade? In this connection Durell states:

> The problem of providing books of the proper level is not easy. Accurate methods of grading books have not yet been developed. Formulas for grading books by word counts and other mechanical means fail to take into account that a high degree of interest obtained through illustration or well-planned composition may make a book readable in spite of a rather heavy vocabulary burden, while a low degree of interest may make the book difficult to read in spite of an easy vocabulary.[17]

Many hours were spent counting words and analyzing sentences. An

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[17] Donald D. Durell, "Individual Differences and Their Implications," pp. 325-356. The Teaching of Reading: A Second Report. Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1937).

attempt was made to check the number of different words in a certain portion of the book, the number of words included in the first one thousand of Thorndike's list, the average length of sentences, the proportion of simple sentences to compound and complex. It was soon discovered that to attempt this for every book would be a very tedious and time-consuming task. Upon the advice of advisers it was decided to use a combination of personal judgment and the recommendation of the so-called experts.

In the 1942 edition of Right Book for the Right Child [18] the books were graded by the research department of Winnetka Public Schools, under the supervision of Mabel V. Morphett, Director of Research Department and Carleton Washburne, Superintendent of Schools, Winnetka, Illinois. They worked out an objective method of analyzing the vocabulary and sentence structure so as to grade each book in terms of the amount of reading skill needed by a child in order to read it with facility; second, they applied this method of grading to the books selected by the committee of librarians. This grading was based on eighteen years of research, and they claimed to be able to prove that it is more accurate and objective than that of any other graded list. They designated as "read aloud" books those books high in difficulty of vocabulary and sentence structure, yet in content and form obviously intended for younger children. They realized that the formula grading sometimes disagreed with that usually assigned to a book, and they explained this difference by the following facts: the formula is not one hundred per cent accurate; people's subjective judgment is often wrong; and authors and publishers often get out a book as if it were for children of one age or degree of reading ability when the author has

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[18] Right Book for the Right Child, A Graded Buying List of Children's Books, by Miriam Snow, 3rd ed. (New York: Day, 1942).

unconsciously written in a style suitable to children of quite different ages and grades. When an attempt was made to secure further information concerning the formula, by writing to Winnetka, it was found that the monograph had not been published and was not available for use.

The grading in the 1941 edition of Children's Catalog "was based on Right Book for the Right Child, Graded List of Books for Children, and several excellent state and city lists for school libraries."[19]

In Graded List of Books for Children[20] Miss Beust divides her recommended list into three sections: I, grades 1-3; II, grades 4-6; III, grades 7-9. She does not explain her system of grading. In Five Hundred Books for Children,[21] Beust has three sections: I, grades 1-3; II, grades 4-6; and III, grades 7-8.

In Subject Index[22] Rue used her own experience, Winnetka grading, and the Lewerentz Formula.[23] With the aid of three W. P. A. groups, an N. Y. A. group, graduate students and textbook writers, Mr. Lewerentz's formula has been applied to hundreds of books. The books are arranged alphabetically with information given as to publisher, vocabulary difficulty, vocabulary diversity, and classification. According to this formula the grade placement secured for a given book indicates the level of reading comprehension as measured by standardized reading tests necessary to understand the vocabulary used. If the book is to be used for recre-

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[19] Children's Catalog, preface, p. 9.

[20] Joint Committee of American Library Association, National Council of Teachers of English; Nora E. Beust, chairman, Graded List of Books for Children (Chicago: American Library Association, 1936).

[21] Five Hundred Books for Children, by Nora E. Beust. United States Office of Education, Bulletin 1939, No. 11 (Washington: Government Printing Ovvice, 1940).

[22] Rue, op. cit.

[23] Alfred Lewerentz, Books Evaluated by Means of the Vocabulary Grade Placement Formula, revised to March, 1937, and Textbooks and Instructional Materials Evaluated by Means of the Lewerentz Vocabulary Grade Placement Formula, 1938 (Los Angeles: City School District).

ational reading, from one to two years should be added to the vocabulary grade placement. Vocabulary diversity is a measure of the variety of words used not necessarily difficult in themselves. In the books evaluated between 1937 and 1939 three extra ratings are added: polysyllabic words, vocabulary mass, and vocabulary interest. A copy of the original Lewerentz Formula was secured and a period of three hours was spent in applying it to one book.

In the various lists the books are usually assigned to three grades, as grades 4-6. Occasionally a book is assigned to two grades, as 3-4 or 7-8; and a few books are given an even wider range, as 5-8 or 6-9. Lewerentz and Right Book for Right Child give exact grade placements, such as 7.3 or 4.9, the grading having been done according to an exact formula. As a whole, the lists are not far apart as to their judgment of grade placement. For many books two or more years must be added to the Lewerentz grade placement for agreement with other placements. When authorities disagree as to the difficulty of a book, it should usually be given the higher assignment - 5-7 rather than 4-6; and it should be recommended for the higher of the two reading groups in question - average rather than inferior. In this connection Snow says:

> Occasional voluntary reading of books graded somewhat above his reading skill probably does not harm a child; a large amount of reading of books graded at or even below his level probably increases his facility and interest and thereby raises his reading level.[24]

That Horn concurs in this opinion is shown by the following statement:

> There is a good deal of evidence to show that many literary selections are placed from one to three years too low; that is,

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[24] Right Book, preface, p. 13.

> they are introduced from one to three years before the average student has developed the tastes, the background, the experience, and the reading ability required for their appreciation.[25]

After careful study and consideration, the factors discussed above- interest, authenticity, reflection of frontier traits, evaluation by experts, and difficulty - were chosen as the five main divisions in the rating scale. They are the bases of the instrument to be used in the selection of books of fiction to illuminate the Westward Movement for seventh grade pupils.

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[25]Horn, op. cit., p. 343.

CHAPTER IV

THE INSTRUMENT OF SELECTION

The main headings and subdivisions of the instrument were chosen as follows:

Interest

Fast action
Broad humor
Suspense-mystery
Appeal
Projection or identification

Authenticity

Accuracy of physical setting
Conformity to social setting
Plausibility of characters

Reflection of Frontier Traits

Co-operation
Independence
Respect for individual
Practicality
Physical courage

Evaluation by Experts

Children's Catalog
Subject Index
Inclusions

Difficulty

Experts
Personal
Total

In each subdivision a rating of one, two, or three was to be given - depending upon the superiority, mediocrity, or inferiority of the book,

in respect to the particular quality being judged. A rating of one would indicate superior; two, average; and three, inferior. Thus a book might rate anywhere between five and fifteen as to interest, between three and nine as to authenticity, between five and fifteen as to reflection of frontier traits, between three and nine as to evaluation by experts, and between sixteen and forty-eight for the total score. The best possible score, that given to a book considered superior in every point of the scale, would be sixteen. The poorest score possible, that given to a book considered inferior in every point of the scale, would be forty-eight. The total score, which was to be called an index number, would be an index of the value of the book for use as supplementary material in illuminating the Westward Movement for seventh grade children. With the addition of such feature, the instrument would now have this appearance.

THE INSTRUMENT OF SELECTION

Title:
Author:
Setting:

Interest (5-15)

Fast action	1 2 3
Broad humor	1 2 3
Suspense-mystery	1 2 3
Appeal	1 2 3
Projection or identification	1 2 3

Authenticity (3-9)

Accuracy of physical setting	1 2 3
Conformity to social setting	1 2 3
Plausibility of characters	1 2 3

Reflection of Frontier Traits (5-15)

Co-operation	1 2 3
Independence	1 2 3
Respect for individual	1 2 3
Practicality	1 2 3
Physical courage	1 2 3

Evaluation by Experts (3-9)

Children's Catalog	1 2 3
Subject Index	1 2 3
Inclusions	1 2 3

Difficulty

Experts	Name and exact rating given by each expert.		
Personal	Below 7	Average 7	Above 7
Total	Below 7	Average 7	Above 7

Index number (16-48)

It is obvious that an instrument of this kind could easily fall heir to all the evils of subjectivity. Since subjective rating, or personal opinion, concerning books has very little value, certain criteria were set up to be used as a basis for judging each subdivision of the scale. Through the use of these criteria the instrument could be applied by any number of competent persons, with comparable results. These criteria were in the form of statements, written to give substance to each of the three degrees of each subdivision.

After the statements were written, a committee of experts was consulted concerning their validity and appropriateness. This committee was composed of a college professor (head of education department), a college professor of library science, a high school teacher-librarian, a seventh grade teacher in a demonstration school, and an elementary principal - all of whom are outstanding in their particular fields. After careful examination and checking by the committee, the criteria for judging each section of the instrument were stated in final form as follows.

INTEREST

FAST ACTION

1. Superior	2. Average	3. Inferior
Action follows on action.	Action mild and slow moving.	Little action.
Very little description.	Considerable amounts of description.	Much description.
Few digressions.	Occasional digressions.	Many digressions.
Good plot.	Fair plot.	Weak plot.
Not wordy.	Wordy.	Very wordy.
Easily dramatized.	Difficult to dramatize.	Impossible to dramatize.
Immediate introductory action.	Delayed introductory action.	No introductory action.
Broken pages - no long paragraphs.	A few unbroken pages - long paragraphs.	Many unbroken pages and very long paragraphs.
Excitement, thrills, and dangerous situations.	Occasional exciting, thrilling, or dangerous situations.	No excitement, thrills, or dangerous situations.

INTEREST

HUMOR

1. Superior	2. Average	3. Inferior
Broad, blunt, easily sensed.	Not easily sensed. Tends to be subtle.	Subtle.
Overstatement.	Little overstatement.	Understatement.
Humor frequent.	Humor occasional.	Little or no humor.
Overt response, laughter	Overt response, smiles.	No overt response.

INTEREST

SUSPENSE-MYSTERY

1. Superior	2. Average	3. Inferior
Gripping plot.	Moderate plot.	Ineffectual plot.
Keeps reader guessing as to final outcome.	Lapses in suspense.	Reader knows all along how story will end.
Can hardly wait to see what happens next.	Mild interest in what happens next.	No interest in what happens next.
Can't put book aside.	Easy to put aside.	Forces self to finish as matter of duty.
Deep emotional response.	Mild emotional response.	No emotional response.

INTEREST

RANGE OF APPEAL

1. Superior	2. Average	3. Inferior
Universal - all children in the seventh grade would enjoy, regardless of age, sex, maturity.	Limited to a class - as all girls, all boys, all younger children, all older children. At least half of children in seventh grade would enjoy.	No appeal. Very few or no children would enjoy reading.
Interesting to adults.	Mildly interesting to adults.	No interest for adults.
Interesting to younger children when read aloud or told.	Acceptable to younger children when read aloud or told.	Uninteresting to younger children when read aloud or told.

INTEREST

PROJECTION-IDENTIFICATION

1. Superior	2. Average	3. Inferior
Reader's vicarious experience seems very real. Feels that he was there, participating in the events being described.	Parts of the book seem real.	Characters and events seem impossible and unreal to reader.
"Loses himself" in book.	Never entirely "loses himself" in book.	Can't get interested in book.
Type that will often be revealed in play.	Type that will occasionally be revealed in play.	Type that will never be revealed in play.
Frequent daydreaming when book is put aside.	Occasional lapses into daydreaming.	No thought of book when put aside.
Sympathy for, and understanding of, characters and events.	Little sympathy for, and understanding of, characters and events.	No sympathy for, or understanding of, characters and events.

AUTHENTICITY

ACCURACY OF PHYSICAL SETTING

1. Superior	1. Average	3. Inferior
Dates correct.	Dates vague or uncertain.	Dates incorrect or not mentioned.
Accurate location of towns, states, territories, rivers, mountains, trails.	Slight inaccuracies in locations, distances, and physical features.	Vagueness and frequent inaccuracies in locations and physical features.
Accuracy in boundaries and distances between places.	Inaccuracies in distancies and boundaries.	Vagueness, inaccuracy, and failure to mention distances and boundaries.
No anachronisms.	Few anachronisms.	Many anachronisms.
Climatic facts authentic.	Climatic facts occasionally unauthentic.	Climatic facts erroneous.
Characteristic flora and fauna.	Occasional inaccuracies as to flora and fauna.	Flora and fauna alien to region.

AUTHENTICITY

CONFORMITY TO SOCIAL SETTING

1. Superior	2. Average	3. Inferior
Little education and culture. Few books, toys, amusements, conveniences.	Some evidence of provision for culture and comfort.	Much culture, good education, many books, expensive toys, much entertainment.
Infrequent contact with neighbors and outside world. Hospitality for strangers.	Rather frequent contact with neighbors and with outside world. Little hospitality for strangers.	Frequent and formal social contacts. Inhospitable to strangers.
Funerals, weddings, church and camp meetings great emotional outlets.	Some dignity and formality in worship and ceremony.	Much dignity and formality in worship and ceremonies.
No anachronisms as to mode of travel, housing, utensils, dress, language. Covered wagons, log cabins, crude furnishings, plain dress, barter, lack of medical care, no servants.	Occasional anachronisms as to manners and customs.	Many anachronisms as to manners and customs.

AUTHENTICITY — PLAUSIBILITY OF CHARACTERS

1. Superior	2. Average	3. Inferior
Act like pioneers - brave, democratic, independent, co-operative, generous, pragmatic, hospitable, courteous in crude way.	Actions not always like pioneers, showing these traits.	Rarely or never act like pioneers, showing these traits.
Actions reasonable for period, place, and conditions.	Actions occasionally unreasonable for period, place, and conditions.	Actions usually unreasonable for period, place, and conditions.
Manners and dress plain.	Some refinement in manners, dress, and talk.	Much refinement in manners, dress, and talk.
Talk boisterous and not grammatically correct. Discussed practical subjects.	Usually discussed topics of interest to pioneers.	Often discussed topics of no interest or concern to pioneers.
Direct action and violence.	Little direct action and violence.	No direct action and violence.

REFLECTION OF FRONTIER TRAITS

CO-OPERATION

1. Superior	2. Average	3. Inferior
Seizes every opportunity to arrange a setting in which this trait is shown - such as:	Misses many opportunities to reveal this trait - such as:	Seldom takes advantage of opportunities to reveal this trait - such as:

All members of a family worked together eagerly and willingly.

Helped neighbors build cabins, clear land, or in time of trouble.

Helped provide educational opportunity.

Welcomed visitors and travelers.

Co-operated with other families in the wagon train.

Helped defend against Indians.

Shared food and supplies.

Took good care of animals.

Built churches and co-operated in religious activities.

Shared in political planning.

Enjoyed social gatherings such as weddings, funerals, husking bees, quilting parties, and log rollings.

REFLECTION OF FRONTIER TRAITS

INDEPENDENCE

1. Superior	2. Average	3. Inferior
Seizes every opportunity to arrange a setting in which this trait is shown - such as:	Misses many opportunities to reveal this trait - such as:	Seldom takes advantage of opportunities to reveal this trait - such as:

Anxious to try new ways.

Willing to take a chance, even with great risk involved.

Self-confident, aggressive, self-assertive, chauvinistic.

Planned carefully to provide for own needs such as food, shelter, health, and safety. Asked advice and help from no one.

REFLECTION OF FRONTIER TRAITS

RESPECT FOR INDIVIDUAL

1. Superior	2. Average	3. Inferior
Seizes every opportunity to arrange a setting in which this trait is shown - such as:	Misses many opportunities to reveal this trait - such as:	Seldom takes advantage of opportunities to reveal this trait - such as:

Scarcity of men - people precious because scarce. Women even more scarce and more precious.

Emphasis on importance of people as opposed to things.

Women and children of great importance and economic value.

Equal distribution of wealth and lack of trappings of caste and position develop a society of peers. No class distinction or feeling of superiority over neighbors. Pragmatic value -What can he do?

Unwilling to impose on others, or to take unfair advantage.

"Live and let live."

REFLECTION OF FRONTIER TRAITS

PRACTICALITY

1. Superior	2. Average	3. Inferior
Seizes every opportunity to arrange a setting in which this trait is shown - such as:	Misses many opportunities to reveal this trait - such as:	Seldom takes advantage of opportunities to reveal this trait - such as:

Disregard for education, sloughing of cultural and aesthetic values.

Built cabins for safety, not for beauty or convenience.

Took law into own hands if necessary.

Obeyed laws only if convenient to do so.

Wagon train went on in spite of sickness and death.

Wore drab, plain, durable clothes.

Selected location of new home carefully - water supply, good soil, abundant game.

Used provisions sparingly to make them last.

Thrift became a virtue.

Looked to the future, considered consequences, used common sense.

Pressure of immediate necessity brought new ideas and methods.

Old familiar formulas didn't work.

"Root hog or die."

REFLECTION OF FRONTIER TRAITS

PHYSICAL COURAGE

1. Superior	2. Average	3. Inferior
Seizes every opportunity to arrange setting in which this trait is shown - such as:	Misses many opportunities to reveal this trait - such as:	Seldom takes advantage of opportunities to reveal this trait - such as:

No complaint in time of hardship.

Undaunted spirits in time of sickness, death, Indian attack.

Men, women, and children bravely fought weather, pestilence, and Indians.

All worked unceasingly.

Necessity for meeting crises alone, with untried solutions.

Developed strong, healthy bodies. Weaklings couldn't survive.

EVALUATION BY EXPERTS

CHILDREN'S CATALOG

1. Superior	2. Average	3. Inferior
Double asterisk, signifying inclusion in group of 220 books judged to have lasting merit and universal appeal. Recommended for first purchase.	Single asterisk, signifying inclusion in group of 880 books, considered to be generally useful books of real merit. Recommended for first purchase.	Included, but not starred in list of 4200 good books for children.

EVALUATION BY EXPERTS

RUE'S SUBJECT INDEX

1. Superior	2. Average	3. Inferior
Double asterisk, indicating a book unusually good both as to curriculum tie-up, and as to content, style, and format.	Single asterisk, indicating the best available material for a particular subject, although book may be mediocre in other respects.	Included, but not starred, in list of 1300 good books for children. A good book is often unstarred if reading matter on that subject is plentiful.

EVALUATION BY EXPERTS

INCLUSIONS *

1. Superior	2. Average	3. Inferior
Included in three or more lists, in addition to Rue's Index and Children's Catalog.	Included in one or two lists in addition to Rue's Index and Children's Catalog.	Not included in any additional lists.

* Sources consulted:
Classroom Literature.
Five Hundred Books for Children.
Five Years of Children's Books.
Graded List of Books for Children.
Historical Fiction.
Lewerentz Graded List.
North Carolina Library Book Catalog.
Realms of Gold.
Right Book for the Right Child.

DIFFICULTY

EXPERTS *

1. Below 7	2. Average 7	3. Above 7
Average rating by experts up to, and including, grade 5.5. Examples of such ratings are 1-3, 3-4, 3-5, 3-6, 2-3, 4-5, 4.9, 3.5, 5.5.	Average rating by experts above grade five and up to, and including grade 7.5. Examples of such ratings are 5-7, 4-6, 4-7, 6.1, 5.9, 6.7.	Average ratings by experts partially or entirely above grade 7.5. Examples of such ratings are 6-9, 5-8, 7-9, 7-8, 6-8, 4-8, 7.6, 8.2.

* Sources consulted:
Children's Catalog.
Classroom Literature.
Five Hundred Books for Children.
Five Years of Children's Books.
Graded List of Books for Children.
Historical Fiction.
Lewerentz Graded List.
North Carolina Library Book Catalog.
Realms of Gold.
Right Book for the Right Child.
Subject Index.

DIFFICULTY

SUBJECTIVE APPRAISAL *

1. Below 7	2. Average 7	3. Above 7
This book could be read easily by the lower one-third of the average seventh grade, children whose reading scores are below seventh grade level on a standard test, whose I.Q.'s are 90 or lower, and whose interest in reading is slight.	This book could be read easily by the middle one-third of the average seventh grade - children whose reading scores are between seven and eight on a standard test, whose I.Q.'s are 90-110, and whose interest in reading is moderate.	This book could be read easily by the upper one-third of the average seventh grade - children whose reading scores are eight or above, whose I.Q.'s are above 110, and whose interest in reading is extensive.

* Experienced teachers can shrewdly appraise abilities and interests of the children they teach.

CHAPTER V

APPLICATION OF THE INSTRUMENT

Selection of the Books to be Read

The original purpose - that of constructing an instrument for use in selecting supplementary materials from fiction to illuminate the Westward Movement for seventh grade pupils - was now accomplished. The proof of the value of the instrument lay in its practical application to books of fiction. From the original list of two hundred books, fifty-six books were selected for reading. Among the factors influencing the selection of this particular group of books for reading were: availability of the books for reading and use; frequency and excellence of ratings by experts; representativity as to movements, eras, and localities; diversity as to difficulty; and recency of copyright.

After the fifty-six books had been read and had been assigned index numbers, following the procedure previously described, they were classified in the following manner: superior, with an index number from sixteen to twenty-five; average, with an index number from twenty-six to thirty-two; and inferior, with an index number from thirty-three to forty-eight. Judged by index number, the list included twenty-one superior books, twenty-seven average books, and eight inferior books. Several books of recent copyright might deserve to have from one to six points subtracted from the index number assigned, and thus receive a place nearer the head of the list. They were not yet included or starred in standard lists, but many of them probably will be when they become better known to librarians and child readers.

Rejection of Certain Books

The books not recommended for the children's use because of high index numbers are Nelly's Silver Mine, Lonnie's Landing, Polly Kent Rides West in the Days of '49, All Sail Set, Adella Mary in Old New Mexico, Down the Ohio, Hester and Timothy Pioneers, and The Hoosier School Boy. In general these books do not add any essential parts to the picture which is to be created for the children. They do not illuminate the Westward Movement in any particular locality, respect, or detail, which is not better done in some other book. Other reasons for their rejection are: presence of moralizing tone, use of highly specialized vocabulary, and lack of emphasis on the Westward Movement. Three additional books, with lower index numbers, were rejected for the following reasons: Rob Roy , because of its difficult Scotch dialect; Pilot on the River, because of its emphasis on the Civil War; and Ramona, because a good picture of Spanish California may be obtained in an easier, more recent, and more readable book.

Classification of Books as to Phases of the Westward Movement

The forty-five books, recommended as valuable supplementary reading material to illuminate the Westward Movement, are fairly representative of the various phases of this great ninety year period. These books - classified as to movements, eras, and localities and listed in order of their superiority by index number - are given below.

First Frontiers

21 By Wagon and Flatboat (Lancaster, Penna. to Cincinnati, 1789)

24 Becky Landers Frontier Warrior (Kentucky during Revolutionary War)

26 Hello, the Boat! (Pittsburgh to Cincinnati, 1817)

26 Hickory Goody (Missouri, 1816-1825)

30 Andy Breaks Trail (Lewis and Clark)

Erie Canal

21 Along the Erie Towpath (1824)

21 The Treasure in the Little Trunk (1823-1825)

Spanish California

32 The Butterfly Shawl

Santa Fe Trail

26 Wagons Westward (1846)

28 Skip Come A Lou (1830)

Oregon Trail

21 Children of the Covered Wagon (Missouri to Oregon, 1844)

28 Lucretia Ann on the Oregon Trail (Vermont to Idaho, 1850)

28 Susan and Arabella Pioneers (Missouri to Oregon, 1840)

California - Discovery of Gold

24 The Nuggets of Singing Creek

24 Rolling Wheels

26 Hills of Gold

32 The Pioneer Twins

Middle West

16 Caddie Woodlawn (Wisconsin, 1864)

20 Little House on the Prairie (Kansas)

22 Willow Whistle

23 Judith Lankester (Virginia to Indiana, 1840)

24 Candle in the Mist (Wisconsin, 1864)

24 Jerry and the Pony Express (Missouri to California, 1860)

25 Riding West with the Pony Express (Missouri to Salt Lake City)

25 Stagecoach Sam (Missouri to Nevada)

27 A Prairie Rose (Iowa, 1850)

28 Smiling Hill Farm (Virginia to Indiana, 1800-1937)

28 The Beckoning Road (Nantucket to Indiana, 1830-1850)

28 Give Me a River (Minnesota, 1850)

28 The Faraway Trail (Arkansas, 1850)

30 Steamboat Billy (Mississippi River)

30 Towpath Andy (Indiana and Ohio, 1850)

31 Drusilla (Minnesota, after building of railroads)

31 Dancing Tom (Ohio River, 1830-1840)

32 Susannah the Pioneer Cow (Virginia to Indiana)

Last Frontier

23 The Little House in the Big Woods (Wisconsin, 1870)

24 The Jumping Off Place (Dakota, 1910)

25 By the Shores of Silver Lake (Dakota, 1870's)

25 The Long Winter (Dakota, 1870's)

26 All the Days Were Antonio's (Dakota, 1870-1880)

27 Prairie Girl (Dakota, 1880)

27 The Secret of the Rosewood Box (Michigan, 1880)

27 The Little Town on the Prairie (Dakota, 1870's)

30 Oh Susannah (Minnesota, 1870)

Classification of Books as to Levels of Difficulty

The forty-five books were rather equitably distributed on three levels of difficulty, to provide for the three, or more, levels of reading ability found in any seventh grade group. The books, classified in this respect, again listed in order of their superiority as judges by index numbers, are given below.

Books for Inferior Readers in the Seventh Grade

20 The Little House on the Prairie

21 By Wagon and Flatboat

21 The Treasure in the Little Trunk

22 The Willow Whistle

23 The Little House in the Big Woods

24 Jerry and the Pony Express *

25 Stagecoach Sam *

27 The Secret of the Rosewood Box

28 Susan and Arabella Pioneers

28 Smiling Hill Farm

28 Give Me a River

30 Oh Susannah

30 Steamboat Billy *

31 Dancing Tom

31 Drusilla

32 The Pioneer Twins

32 Susannah the Pioneer Cow *

(* Indicates very easy, picture book type)

Books for Average Readers in the Seventh Grade

21 Children of the Covered Wagon

21 Along the Erie Towpath

24 The Nuggets of Singing Creek

24 Candle in the Mist

25 By the Shores of Silver Lake

25 Long Winter

26 Hickory Goody

27 The Little Town on the Prairie

27 A Prairie Rose

27 Prairie Girl

27 Lucretia Ann on the Oregon Trail

28 Skip Come A Lou

28 The Faraway Trail

30 Towpath Andy

32 The Butterfly Shawl

Books for Superior Readers in the Seventh Grade

16 Caddie Woodlawn

23 Judith Lankester

24 Rolling Wheels

24 Becky Landers Frontier Warrior

24 The Jumping Off Place

25 Riding West with the Pony Express

26 Hills of Gold

26 Hello, the Boat!

26 All the Days Were Antonio's

26 Wagons Westward

28 The Puckered Moccasins

28 The Beckoning Road

30 Andy Breaks Trail

The books recommended represent the work of thirty-two different authors. There are five books by Wilder, three by Tousey, two by each of seven other authors, and one each by twenty-three authors. Nearly two-thirds of the books have been copyrighted during the last ten years. The copyright dates are grouped as follows: 1940-42, eight; 1935-39, twenty-two; 1930-34, ten; and before 1930, five.

CHAPTER VI

VALIDATION OF THE INSTRUMENT

Now that the instrument for use in the selection of supplementary materials from the field of fiction to illuminate the Westward Movement had been constructed and applied to fifty-six books, an important problem remained - the validation of the instrument.

One important means of validation was the acceptance of the instrument by a committee of experts, as has been stated in Chapter IV. This committee - composed of a college professor of education, a college instructor in library science, a seventh grade teacher in a demonstration school, a high school teacher-librarian, and an elementary school principal - made a careful study of the instrument and, after certain revisions were made, gave unanimous approval as to form, method, and content.

The fact that one section of the instrument, that on Evaluation by Experts, (i.e. Rue, Children's Catalog, Beust, and others), gives the composite judgment of the best known authorities in children's literature, and that it is a relatively objective judgment, lends further validity to the instrument.

A further limited validation was secured through the children of the seventh grade in Holt Elementary School. The fifty-six books to which the instrument had been applied were made available to these children for voluntary reading. According to standard reading tests administered to the thirty children of the grade, eleven had less than seventh grade reading ability, ten had average seventh grade reading ability, and nine were superior readers.

At the end of the specified reading period one hundred sixty-five books had been read, and each child had read and reported on at least two books. The number of books read by individual children ranged from two to twenty-three. Of the fifty-six books to which the instrument was applied, forty-four were read from one to fifteen times each. Four books were never available for the children's use; eight books were available but not selected by any child for reading; and two books, sampled by one reader each, were not completed. In general, the books that were read but once were among the more difficult books, and were those which were not available until the last few days of the reading period. The seventeen easy books were read a total of ninety-eight times, the fifteen average books were read thirty-two times, and the thirteen more difficult books were read only eighteen times. Thus there was a very pronounced tendency to read below the real reading level when choosing recreatory reading.

A simple test had been constructed for each book, with questions of the short answer type. Each time a book was completed by a child the test for that book was administered. The purpose of these tests was to check the reader's increased understanding of, and insight into, frontier situations. The following test, constructed for the book, By the Shores of Silver Lake, is typical.

1. Laura's (mother, father) did not want to move farther west.
2. They could get land in the far West by (living on it five years, paying a very small price for it).
3. This family had (always lived in the same place, lived in many different places).

4. The family moved to (Dakota, Oregon).
5. The workers who lived in the shanties were (building a railroad, farming).
6. We know the weather was cold in Dakota because (they had coal to burn, the lake was frozen solid during the winter).
7. They had no Christmas tree because (they had no decorations, no trees grew on the prairie).
8. A claim jumper was a person who (tried to steal a homestead, signed for his land at the land office).
9. A quarter section was (land bought at twenty-five cents per acre, one hundred sixty acres of land).
10. A shanty was (a little house built of rough lumber, a log cabin).
11. A slough is a (muddy, wet place on the prairie, a desert place).
12. In the spring there were (many, few) people taking land in Dakota.

The simple check list given below was used to secure the child's opinion as to interest, range of appeal, reality, and difficulty.

Interest	Appeal
Liked it	Most boys would like
One of best I ever read	Most girls would like
Didn't like it	Boys and girls would like
Reality	**Difficulty**
Seemed like a true story	Easy for me
Might have happened	About right for me
Didn't seem possible	Hard for me

In the following pages a comparison has been made of the children's reactions with the ratings secured through use of the instrument. The books cited in these comparisons are those which were read by several

children. The remaining books read by fewer children show similar, but of course less convincing results.

The following is a comparison of the reaction of the children to a book given an index number of sixteen when judged by the instrument. As has been stated previously, an index number of sixteen indicates superiority in each point of the scale. Seven children, six girls and one boy, read this book, and none missed more than one of the ten questions. As to interest, all agreed that it was one of the best ever read; as to difficulty, all said the book was about right; as to appeal, all said both boys and girls would like it; and, as to reality, six said it seemed like a true story and one said it might have happened. This book was recommended for superior readers in the seventh grade, and five of the children who reported on the book are superior readers. The remaining two are average readers. This example shows almost perfect agreement with the rating assigned.

Next is given the children's reaction to a book which was assigned a high index number, signifying inferiority. This book, Polly Kent Rides West in the Days of '49, rated twelve in interest, seven in authenticity, five in reflection of frontier traits, and nine in evaluation by experts, with a total rating of thirty-three. Two girls read this book, and both reported they didn't like it. One found it about right, and the other considered it hard. One said the story didn't seem possible, and the other said it might have happened. The girls making these reports are superior readers. Three other children read a few pages or chapters in the book and didn't like it well enough to continue reading. The rating of the children and that of the instrument show very close agreement, in the case of this inferior book.

Twelve children, five boys and seven girls, reported on Steamboat Billy. This book received ten points for interest, and ten children said they liked it. Two said they didn't like it because it was silly. It was recommended for poor readers, and all of the children agreed that it was easy. As to appeal, an average rating was given, based on the opinion that it would appeal to boys only. Nine of the twelve readers concurred in this opinion, and three children thought both boys and girls would like it. As to authenticity, a rating of five was assigned. Five children said the story seemed true, and the remaining seven said it might have happened. In the rating of this very easy book, the children and the instrument show almost complete agreement.

Fifteen children, ten girls and five boys, reported on The Secret of the Rosewood Box. All answered at least eight of the nine questions correctly. This book was recommended for poor readers in the seventh grade, and twelve children considered it easy. Of the three who found it about right, all are poor readers. Eleven points were assigned for interest. Thirteen children said they liked it, and two, both poor readers, said it was one of the best they had ever read. For authenticity, a rating of three was given. One child said it seemed true, and fourteen said it might have happened. As to appeal, a superior rating was given, and fifteen children thought both boys and girls would like it. In this case the judgment of the children showed close agreement in all points except authenticity.

Five children, four boys and one girl, reported on By Wagon and Flatboat. Four answered all of the twelve questions, and one answered only eight correctly. This book was recommended for average seventh grade readers, and all five of the readers found it about right. The

reading scores of the five children are 6.6, 7.0, 6.9, 7.5, and 7.4. For interest nine points were assigned, a little better than average. Three children liked it, and two said it was one of the best they had ever read. For authenticity, a rating of three was given, and again there was a discrepancy in this judgment and that of the children. One said it seemed true, and four said it might have happened. As to appeal, a superior rating was given, and four of the children agreed that both boys and girls would like this book. One boy thought "mostly boys" would enjoy reading this book. Again there was close agreement between the rating of children and of the instrument, in every point except authenticity.

Five girls reported on The Jumping Off Place. One child answered nine of the ten questions correctly, and four answered all correctly. This book was recommended for superior readers, and the five readers found it about right. Three are superior readers, and two have reading scores of 6.7 and 6.8. Seven points for interest were assigned, a rather superior rating. The five readers said it was one of the best ever read. For authenticity, a rating of three was given, and again the children disagreed. One thought it seemed true, one thought it was not possible, and three thought it might have happened. As to appeal, a superior rating was given, and the five children agreed that both boys and girls would like this book. This example shows general agreement in all parts of the scale and complete agreement in the judgment of interest and reflection of frontier traits.

Twelve children read Dancing Tom, and ten answered all questions correctly. For interest the rating was twelve. Nine children said they liked it, and three said they didn't like it because it was too easy.

This book was recommended for poor readers, and all found it easy. Seven of the twelve reporting are inferior readers. An average rating was given for appeal, and all of the readers thought boys and girls would like this book. This difference of opinion can be explained by the fact that this book rated no better than average in appeal, because it would not appeal to average and superior readers - only to poor readers. A rating of three was given for authenticity. Nine children said it might have happened, and three said it didn't seem possible. The children were judging the reality of the book by the likelihood of a pig dancing, while authenticity was being judged by other criteria, previously explained. As was the case with another very easy book, there was perfact agreement in every point except authenticity.

Six children, four girls and two boys, read The Little House on the Prairie, and all answered each of the ten questions correctly. For interest the rating was nine. Four children said they liked it, and two said it was one of the best they had read. This book was recommended for poor readers. Two children, with reading scores of 6.8 and 7.9, considered it easy, and four children, with reading scores of 7.4, 6.9, 7.5, and 6.7, considered it about right. Since standard lists graded this book 4-6,4-5, 4-6, and 5.7, the rating by the instrument seems fairly accurate, although it does not agree with the majority opinion of the children. A superior rating was given for appeal, and the six children believed that both boys and girls would like this book. A superior rating was given for authenticity. Three children said it seemed true, and three said it might have happened. There is close agreement between child and instrument rating in each point except difficulty.

The following paragraphs summarize the specific comparisons made in the preceding pages. As to interest, there was fairly close agreement in every case except The Hoosier School Boy, which has been referred previously. Very few children reported disliking a book. This may be explained by the fact that the books had been selected carefully, and that the children seldom finished a book if they found the first part uninteresting. In this respect the majority of the children seemed honest in their opinions. In the one hundred sixty-five reports made by the children, one hundred five said they liked the book, fifteen said they didn't like it, and forty-five said it was one of the best ever read.

As to difficulty, there was close agreement in the ratings. In the case of a few superior books, some children reported finding books above their reading level about right, or even easy for them. The author's skill in holding the interest of the reader probably accounts for this. In no case did a child find a book recommended for his level too hard.

In judging appeal, the children recommended a book for boys, for girls, or for both boys and girls. In rating by the instrument, the factors considered were age, maturity, and sex. In checking twenty-two books reported on by three or more students, the following results were found. Fifteen of these books were recommended by the majority of readers for both boys and girls, three were recommended for girls, and four were recommended for boys. In general, the same books, especially the superior ones, were read and enjoyed by both boys and girls.

In several cases the children's judgment concerning reality and

the instrument rating concerning authenticity were far apart. Since the qualities being judged were not exactly the same, this difference is not surprising. The children judged the general impression they had received from the book, as to whether it seemed true, might have happened in the way related, or didn't seem possible. The skill of the author in telling the story probably entered into this as much as the truth of incident. In the judgment of authenticity by the instrument the factors considered were the accuracy of the physical setting, conformity to social setting, and plausibility of characters. Even had the children studied the Westward Movement previously, or simultaneously with the reading of the books, they probably could not have judged these factors competently. Their general impression concerning reality was the nearest approach that could be devised toward checking the rating of authenticity. This check was considered unsatisfactory. This very apparent lack of agreement between opinions of children and ratings by the instrument emphasizes the value of selection in children's reading, on the part of the teacher. Thus this discrepancy enhances the importance of an instrument for use in careful judging of children's books.

As to reflection of frontier traits, the test results showed the following: of the one hundred sixty-five tests taken by the children, one hundred tests had no mistakes, forty-six had only one mistake, and eighteen tests had two or more mistakes. The number of questions included in the various tests ranged from five to thirteen, the average number being ten.

The following checks were made in an effort to determine to what extent historical concepts, understandings, and appreciations are acquired and retained through the reading of good books of fiction. Six

weeks after the end of the reading period, a test consisting of twenty-five multiple choice items was given to the children. The questions were based on information contained in the books of fiction which the children had read. The questions did not include details from any one book, but general ideas and understandings, the majority of which were included in several books. An attempt was made not to include questions, the answers to which were learned from the textbook being used by the class. The results were as follows:

Scores	Cases
25	2
24	7
23	11
22	2
21	3
20	1
19	2
17	1

The perfect scores were made by two children who had read twenty and twenty-three books each. The four lowest scores were made by children who had read only two or three books each. With two exceptions, the children who had read four or more books made scores of twenty-three, twenty-four, or twenty-five. The test results showed that the children who had read a larger number of books had a better understanding of this period of history. The fact that the children retained these ideas after considerable time had elapsed, gave further proof of the value of supplementary reading in the field of fiction. The validity of the instrument was sustained in that the books measured by the instrument accomplished their purpose - the illumination of the Westward Movement for seventh grade pupils.

A further check concerning the acquisition and retention of his-

torical understandings and appreciations was made in the following manner. Six weeks after the end of the reading period, the children were given a list of eleven topics dealing with the Westward Movement. They were asked to "write several sentences telling the most interesting facts you know about three of the following topics." The topics and the number of times each was chosen for discussion are listed below.

12 A Pioneer Home and its Furniture
9 The Education of Pioneer Children
9 Dangers and Hardships of Pioneers
2 Toys and Amusements of Pioneer Children
2 Food and Cooking in a Pioneer Home
10 The California Gold Rush
13 Why People Moved West
5 How News Travelled from the East to the West
10 Treatment of Travellers and New Comers in the West
6 Ways of Travelling to New Homes in the West
5 How People Got Land in the West

An attempt was made to trace facts included in the discussions to books of fiction read by the child in question. Thus one child wrote, "Sometimes the pioneers would hear that there were Indians close to where they lived. Some of them would pack up the few things they could carry and go to a fort if one was near enough." She had read Hickory Goody, Becky Landers, and Puckered Moccasins, all of which describe this procedure.

In a discussion of the education of pioneer children, these ideas could be traced to books the child had read: "If they had an education it was taught to them at home." (Little House on the Prairie, Little

House in the Big Woods). "Or at a neighbor's house where the children from all around the district learned how to read and write." (Secret of the Rosewood Box). "Sometimes the children's parents got together and built a school house." (Willow Whistle). "The person who knew the most about school work would be the teacher." (Becky Landers, The Jumping Off Place). "They had to stay out of school a lot because of the work they had to do at home and the weather." (Long Winter, Little Town on the Prairie, Hoosier School Boy).

In a discussion of the treatment of travellers and new comers these statements were found. "Sometimes the pioneers would ask the new comers to stay at their homes until their house was finished." (Secret of the Rosewood Box, Jumping Off Place). "All the people would help the new comers build their house. While the men worked, the women would be cooking." (Treasure in the Little Trunk).

Another child wrote an excellent two-page description of a pioneer home and its furniture, which included several details found in these books she had read: Dancing Tom, Susan and Arabella Pioneers, Little House on the Prairie, and Little House in the Big Woods.

The same child discussed dangers and hardships of the pioneers. Her information about the danger of fording rivers could be traced to Pioneer Twins, and Little House on the Prairie; her information about Indian attacks to Becky Landers, Caddie Woodlawn, Little House on the Prairie, Pioneer Twins, Susan and Arabella Pioneers; her information about crop failures to Jumping Off Place and Little Town on the Prairie.

In discussing the reasons why people moved west these ideas could be traced to books that had been read. "Land was cheap." (Dancing Tom, Secret of the Rosewood Box). "The government would give people land to

farm if they would live on it for five years." (By the Shores of Silver Lake). "The men loved to live in a place where there was good hunting." (Little House on the Prairie).

In each of the cases mentioned above the child had read a large number of books. In the case of children who had read few books, they usually chose topics which were definitely related to the books read. A boy who had read only two books discussed The California Gold Rush, Dangers and Hardships of Pioneers, and Treatment of Travellers in the West. Much information concerning these topics was found in the two books he had read, The Nuggets of Singing Creek and Treasure in the Little Trunk. This indication that information secured from the voluntary reading of books of fiction, selected by the instrument, had been retained over quite a long period of time further sustains the instrument.

The conformity of the rating by the instrument with the judgment of the children may be shown in another way. Using the children's responses concerning interest - one of the best, liked it, and didn't like it - and the section of the instrument dealing with interest - a rating ranging from five to fifteen - these results are found:

	Cases	Percentages
Complete agreement	116	70.3
General agreement	24	14.5
Disagreement	25	15.2
	165	100.0

Comparing the children's responses to reality - seemed true, might have happened, didn't seem possible - with the section of the instrument dealing with authenticity - a rating ranging from three to nine -

these results are found:

	Cases	Percentages
Complete agreement	74	44.8
General agreement	79	48.0
Disagreement	12	7.2
	165	100.0

Using the results of the first tests as an indication of the reflection of frontier traits these results are found:

	Cases	Percentages
Excellent reflection	101	61.2
Good reflection	46	27.8
Poor reflection	18	11.0
	165	100.0

Comparing the children's responses to difficulty - hard, about right, easy - with the section of the instrument dealing with difficulty - below seven, average seven, and above seven - these results are found.

	Cases	Percentages
Complete agreement	120	72.7
General agreement	27	16.3
Disagreement	18	11.0
	165	100.0

Summarizing the statistics presented in the four preceding tables, we have this composite tabulation showing percentages of agreement between instrument rating and child opinion.

	Complete Agreement	General Agreement	Total Agreement	Disagreement
Interest	70.3	14.5	84.8	15.2
Authenticity	44.8	48.0	92.8	7.2
Frontier traits	61.2	27.8	89.0	11.0
Difficulty	72.7	16.3	89.0	11.0
Average	62.25	26.65	88.9	11.1

Of the foregoing summary of pupil responses, two are of prime importance, those dealing with the items of interest and difficulty. In these two items the child's evidence is significant. He knows without question whether he likes a book or not, and he knows without question whether a book is difficult or easy for him to read. The percentage of complete agreement is higher in the case of these two items, and the percentage of total agreement is also high. These high percentages, although representing a comparatively small number of cases, tend to sustain the validity of the instrument.

The remaining items in the summary are interesting but not significant. In the case of authenticity the percentage of complete agreement is comparatively low, only 44.8. Since judgment is no better than information is accurate and adequate, and since the children's judgment is not backed by experience, their opinions concerning authenticity and reflection of frontier traits are of little value.

The accord between children's rating and rating by the instrument is shown in still another way. In the comparison which follows thirteen cases are used, the thirteen books that were read by five or more children each. These cases are used because the results, although very similar, are probably more convincing than those in which fewer responses are

available. Considering that each child's report had four responses - interest, authenticity, reflection of frontier traits, and difficulty - and using a rating of one for complete agreement with the instrument, two for general agreement, and three for disagreement - averages or indexes of agreement were made. In the tables below, a composite score of one indicates complete agreement with the instrument, a score of two indicates general agreement, and a score of three indicates disagreement. In other words, the lower the composite score, or average, the better is the agreement between child opinion and instrument rating. Conversely, the higher the score the poorer is the agreement.

Caddie Woodlawn (7 reports - 28 responses)

	Responses	Score
1 Complete agreement	22	22
2 General agreement	6	12
3 Disagreement	0	0

28)34(1.21 Index of agreement almost complete.

Little House on the Prairie (6 reports - 24 responses)

	Responses	Score
1 Complete agreement	17	17
2 General agreement	7	14
3 Disagreement	0	0

24)31(1.29 Index of agreement almost complete.

Dancing Tom (12 reports - 48 responses)

	Responses	Score
1 Complete agreement	32	32
2 General agreement	13	26
3 Disagreement	3	9

48)67(1.39 Index of agreement almost complete.

By Wagon and Flatboat (5 reports - 20 responses)

	Responses	Score
1 Complete agreement	7	7
2 General agreement	12	24
3 Disagreement	1	3

20)34(1.7 Index of agreement little better than general.

Willow Whistle (5 reports - 20 responses)

	Responses	Score
1 Complete agreement	9	9
2 General agreement	9	18
3 Disagreement	2	6

20(33(1.65 Index of agreement little better than general.

Secret of the Rosewood Box (15 reports - 60 responses)

	Responses	Score
1 Complete agreement	41	41
2 General agreement	17	34
3 Disagreement	2	6

60)81(1.35 Index of agreement almost complete.

The Pioneer Twins (5 reports - 20 responses)

	Responses	Score
1 Complete agreement	13	13
2 General agreement	3	6
3 Disagreement	4	12

20)31(1.55 Index of agreement better than general.

Stagecoach Sam (5 reports - 20 responses)

	Responses	Score
1 Complete agreement	15	15
2 General agreement	5	10
3 Disagreement	0	0

20)25(1.25 Index of agreement almost complete.

Steamboat Billy (12 reports - 48 responses)

	Responses	Score
1 Complete agreement	40	40
2 General agreement	8	16
3 Disagreement	0	0

48)56(1.17 Index of agreement almost complete.

Drusilla (9 reports - 36 responses)

	Responses	Score
1 Complete agreement	22	22
2 General agreement	9	18
3 Disagreement	5	15

36)55(1.53 Index of agreement better than general.

Hoosier School Boy (5 reports - 20 responses)

	Responses	Score
1 Complete agreement	7	7
2 General agreement	9	18
3 Disagreement	4	12

20)37(1.85 Index of agreement very little better than general.

The Jumping Off Place (5 reports - 20 responses)

	Responses	Score
1 Complete agreement	11	11
2 General agreement	6	12
3 Disagreement	3	9

20)32(1.6 Index of agreement better than general.

Susannah the Pioneer Cow (8 reports -32 responses)

	Responses	Score
1 Complete agreement	22	22
2 General agreement	8	16
3 Disagreement	2	6

32)44(1.37 Index of agreement almost complete.

The book showing the highest agreement between child and instrument rating is Steamboat Billy, with a composite score of 1.17; the book showing the lowest agreement is Hoosier School Boy, with a score of 1.85; and the average agreement for the thirteen books is 1.45. Considering one as complete agreement, two as general agreement, and three as disagreement, the percentage of agreement is high. This high percentage of agreement gives further proof of the reliability of the instru-

ment in its practical application.

Some explanation is needed as to how the categories used - complete agreement, general agreement, and disagreement - were determined. The method given below was used in compiling the statistics for the last two section of the validation.

I Interest (5-15)	Child said	When instrument rating was
Complete agreement if	One of best	5, 6, 7
	Liked	8, 9, 10, 11, 12
	Didn't like	13, 14, 15
General agreement if	One of best	8, 9
	Liked	7, 13
	Didn't like	11, 12
Disagreement if	One of best	10, 11, 12, 13, 14, 15
	Didn't like	5, 6, 7

II Authenticity (3-9)	Child said	When instrument rating was
Complete agreement if	Seemed true	3, 4
	Might have happened	5, 6, 7
	Impossible	8,9
General agreement if	Seemed true	5, 6, 7
	Might have	3, 4, 8, 9
	Impossible	5, 6, 7
Disagreement if	Seemed true	8, 9
	Impossible	3, 4

III Reflection of frontier traits

Complete agreement if child made perfact test score.
General agreement if child missed only one question on test.
Disagreement if child missed two or more questions.

IV Difficulty (Below 7, average 7, above 7)

Complete agreement if:

Below 7 called about right by inferior reader.
Below 7 called easy by any reader.
Average 7 called about right by average reader.
Average 7 called easy by superior reader.
Average 7 called hard by inferior reader.
Above 7 called about right by superior reader.
Above 7 called hard by average or inferior reader.

General agreement if:

Below 7 called about right by average reader.
Average 7 called easy by average reader.
Average 7 called about right by inferior reader.
Average 7 called about right by superior reader.
Above 7 called easy by superior reader.
Above 7 called about right by average reader.

Disagreement if:

Below 7 called hard by anyone.
Below 7 called about right by superior reader.
Average 7 called hard by superior reader.
Average 7 called easy by inferior reader.
Above 7 called easy by average or inferior reader.
Above 7 called about right by inferior reader.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In concluding this study an attempt will be made to answer certain questions which were raised in the introduction. The completed instrument is the tangible answer to the main question - What instrument can be used for the selection of supplementary materials from fiction to illuminate the Westward Movement for seventh grade pupils? Concerning the instrument itself the following conclusions seem justified:

1. It is possible to create a relatively objective instrument for judging books of fiction.

2. Using expert opinion and child response as criteria, the instrument constructed has high validity.

3. The application of the instrument to fifty-six books, the selection of a recommended list from this group, and the enjoyable and profitable use of these books by one seventh grade group tend to prove that an instrument of this kind has practical value.

4. Testing shows conclusively that historical insights and understandings are acquired and retained by pupil reading of books of fiction selected by the instrument.

5. Individual differences in reading skill within a grade are partially provided for by furnishing reading material, on three levels of difficulty.

6. The instrument is of value for use with newer books of fiction, which are not sufficiently well known to be included in standard reading

lists.

Certain conclusions are possible as an outgrowth of the survey of the literature made in connection with the problem.

1. The chief interests of seventh grade children, in reading, are adventure and fast action, humor, suspense and mystery, and projection.

2. A sufficiently large number of books of fiction is available for use in illuminating this period of history.

Through testing and experimentation, in the course of the validation of the instrument, the following tantative conclusions appear to be warranted:

1. Children have a pronounced tendency to read below their level of reading ability when selecting books for recreatory and voluntary reading.

2. In general, boys and girls of this age, twelve to sixteen, do enjoy the same books, especially the superior books.

3. Child judgment concerning authenticity and reflection of frontier traits is not valid because children lack the necessary background of experience.

RECOMMENDATIONS

In conclusion, the following recommendations are to be made:

1. Since there is a growing realization of the tremendous influence of the frontier on American thought and action, both in the past and at present, the use of this particular instrument should be extensive.

2. The instrument should be used by teachers and librarians. Time spent by teachers in reading and evaluating the books their pupils read, or should read, will pay inestimable dividends.

3. The lists of books selected for use through the application of such instrument should be constantly revised and brought up to date, as new books of fiction are published.

4. It is possible that the instrument itself should be revised slightly, in terms of further practical use and peculiar needs.

FURTHER RESEARCH

There is indication of need for further research along the following lines:

1. A further validation of the instrument through children's responses is desirable.

2. A more objective means of determining authenticity is needed.

3. Since an instrument of this type can be of practical use to teachers and librarians, it seems expedient to construct similar instruments for use with books of fiction dealing with other periods of history, with other subjects or areas of the curriculum, and with other grade levels.

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Newman, Caroline Ruth. An Approach to the Interpretation and Teaching of American History through Songs that Were Contemporary with Each Period. Unpublished Master's thesis, Alabama Polytechnic Institute, 1940.

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Roos, Jean Carolyn. Background Readings for American History. New York: The H. W. Wilson Company, 1939.

Rue, Eloise, comp. Subject Index to Books for Intermediate Grades. Chicago: American Library Association, 1940.

Snedaker, Mabel and Horn, Ernest. "Reading in the Various Fields of the Curriculum," pp. 133-185. The Teaching of Reading: A Second Report. Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1938.

Statlander, Elizabeth Louise. A Scale for Determining and Evaluating Reading Materials for the Intermediate Grades. Unpublished Doctor's dissertation, University of Pittsburgh, 1939.

Stone, Clarence Robert. "Providing Materials to Meet Individual Differences in Children," pp. 431-434. Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the National Elementary Principal. Washington: National Education Association, 1938.

Thorndike, Robert Ladd. Children's Interests: A Study Based on A Fictitious Annotated Questionnaire. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

Turner, Frederick Jackson. Frontier in American History. New York: Henry Holt and Company, Inc., 1929.

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Whipple, Gertrude. "Guiding Reading in the Middle Grades," Social Education, III (January, 1939).

Wilke, Margaret E. An Analysis of Literature to Discover Devices for Motivation in the Social Studies. Unpublished Master's thesis, University of Nebraska, 1940.

Witmer, Eleanor Montgomery and Scanlon, Helen L. "Ever Westward, Tales of the Pioneers," Classroom Literature, VI (January, 1939). New York: Teachers College Library, Columbia University. (mimeographed)

Witty, Paul and Kopel, David. Reading and the Educative Process. Boston: Ginn and Company, 1939.

Woestemeyer, Ina Faye. The Westward Movement. New York: D. Appleton-Century Company, Inc., 1939.

Woody, Clifford. "Intrinsic Difficulty of Certain Reading Materials," Peabody Journal of Educational Research, XVII (November, 1939).

Wright, Ethel C. "Favorite Books of the Past Decade," Elementary English Review, XII (April, 1935).

Young, William E. The Social Studies in Elementary School. Twelfth Yearbook of National Council for the Social Studies. Washington: National Education Association, 1941.

Zeller, Dale. The Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils. Contributions to Education, No. 841. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

APPENDIX I

LIST OF BOOKS

TO WHICH THE INSTRUMENT WAS APPLIED

Allee, Marjorie Hill. Judith Lankester. Boston: Houghton Mifflin Company, 1935. 241 p. $2.00.

Bailey, Bernadine. Puckered Moccasins. Chicago: Albert Whitman and Company, 1937. 293 p. $1.50.

Bloom, Margaret. Down the Ohio. Chicago: Albert Whitman and Company, 1938. 201 p. $1.50.

Brink, Mrs. Carol Ryrie. Caddie Woodlawn. New York: The Macmillan Company, 1935. 270 p. $2.00.

Brock, Emma Lillian. Drusilla. New York: The Macmillan Company, 1937. 120 p. $1.50.

Bush, Bertha Evangeline. A Prairie Rose. Boston: Little, Brown and Company, 1930. 305 p. $2.00.

Carr, Mary Jane. Children of the Covered Wagon. New York: Thomas Y. Crowell Company, 1934. 318 p. $2.00.

Coatsworth, Elizabeth Jane. Dancing Tom. New York: The Macmillan Company, 1938. 42 p. $1.00.

Crawford, Phyllis. Hello the Boat. New York: Henry Holt and Company, 1938. 227 p. $2.00.

Darby, Ada Claire. Hickory Goody. New York: Frederick A. Stokes Company, 1928. 277 p. $1.75.

_____. Skip Come A Lou. New York: Frederick A. Stokes Company, 1928. 243 p. $1.75.

Dawson, Mrs. Grace Strickler. The Butterfly Shawl. New York: Doubleday Doran Company, 1938. 294 p. $2.00.

_____. The Nuggets of Singing Creek. New York: Doubleday Doran Company, 1938. 304 p. $2.00.

Eggleston, Edward. The Hoosier School Boy. New York: Charles Scribner's Sons, 1910. 194 p. $.76.

Fargo, Lucile F. Prairie Girl. New York: Dodd, Mead and Company, 1937. 276 p. $2.00.

Grey, Katherine. Hills of Gold. Boston: Little, Brown and Company, 1933. 338 p. $2.00.

_____. Rolling Wheels. Boston, Little, Brown and Company, 1933. 339 p. $2.00.

Holberg, Mrs. Ruth Langland. Hester and Timothy Pioneers. New York: Doubleday Doran Company, 1937. 128 p. $1.50.

_____. Oh Susannah. New York: Doubleday Doran Company, 1939. 108 p. $1.50.

Jackson, Helen Hunt. Nelly's Silver Mine. Boston: Little, Brown and Company, 1924. $2.00.

_____. Ramona. Boston: Little, Brown and Company, 1937. 447 p. $2.00.

Mason, Miriam Evangeline. Smiling Hill Farm. New York: The Macmillan Company, 1937. 312 p. $1.60.

_____. Susannah the Pioneer Cow. New York: The Macmillan Company, 1942. 151 p. $1.25.

Meadowcroft, Mrs. Enid LaMonte. Along the Erie Towpath. New York: Thomas Y. Crowell Company, 1940. 227 p. $2.00.

_____. By Wagon and Flatboat. New York: Thomas Y. Crowell Company, 1938. 170 p. $2.00.

Means, Florence Crannell. Candle in the Mist. Boston: Houghton Mifflin Company, 1931. 253 p. $2.00.

_____. Adella Mary in Old New Mexico. Boston: Houghton Mifflin Company, 1939. 226 p. $2.00.

Meigs, Cornelia Lynde. Willow Whistle. New York: The Macmillan Company, 1931. 144 p. $2.00.

Miner, Lewis S. Pilot on the River. Chicago: Albert Whitman and Company, 1940. 255 p. $2.00.

Morris, Rhoda. Susan and Arabella Pioneers. Boston: Little, Brown and Company, 1935. 247 p. $1.75.

McCulloch, Robert. Polly Kent Rides West in the Days of '49. Philadelphia: John C. Winston Company, 1940. 304 p. $2.00.

McKown, Gretchen and Gleeson, Mrs. Florence. All the Days Were Antonio's. New York: Viking Press Inc., 1939. 268 p. $2.00.

McNeely, Marian Hurd. The Jumping Off Place. New York: Longmans, Green and Company, 1937. 112 p. $1.50.

Orton, Helen Fuller. The Secret of the Rosewood Box. New York: Frederick A. Stokes Company, 1937. 112 p. $1.50.

_____. The Treasure in the Little Trunk. New York: Frederick A. Stokes Company, 1932. 198 p. $1.75.

Palmer, Elizabeth. Give Me a River. New York: Charles Scribner's Sons, 1939. 152 p. $1.75.

Perkins, Lucy Fitch. The Pioneer Twins. Boston: Houghton Mifflin Company, 1927. $1.75.

Plowhead, Ruth Gibson. Lucretia Ann on the Oregon Trail. Caldwell, Idaho: Caxton Printers, Ltd., 1931. 241 p. $1.00.

Simon, Mrs. Charlie May. The Faraway Trail. New York: E. P. Dutton and Company, 1940. 212 p. $2.00.

_____. Lonnie's Landing. New York: E. P. Dutton and Company, 1942. 175 p. $2.00.

Skelton, Charles L. Riding West on the Pony Express. New York: The Macmillan Company, 1939. 196 p. $2.00.

Skinner, Constance Lindsay. Andy Breaks Trail. New York: The Macmillan Company, 1928. 199 p. $2.00.

_____. Becky Landers. New York: The Macmillan Company, 1926. 234 p. $2.00.

_____. Rob Roy: the Frontier Twins. New York: The Macmillan Company, 1934. 218 p. $2.00.

Snedaker, Caroline Dale, The Beckoning Road. New York: Doubleday Doran Company, 1929. $2.00.

Sperry, Armstrong. All Sail Set. Philadelphia: The John C. Winston Company, 1936. 276 p. $2.00.

Sperry, Armstrong. Wagons Westward. Philadelphia: The John C. Winston Company, 1936. 276 p. $2.00.

Taylor, Florence Walton. Towpath Andy. Chicago: Albert Whitman Company, 1938. 249 p. $2.00.

Tousey, Sanford. Jerry and the Pony Express. New York: Doubleday Doran Company, 1936. 56 p. $1.00.

_____. Stagecoach Sam. New York: Doubleday Doran Company, 1940. 53 p. $1.00.

_____. Steamboat Billy. New York: Doubleday Doran Company, 1935. 56 p. $1.50.

Wilder, Mrs. Laura Ingalls. By the Shores of Silver Lake. New York: Harper and Brothers, 1939. 260 p. $2.00.

_____. Little House in the Big Woods. New York: Harper and Brothers, 1932. 176 p. $2.00.

_____. Little House on the Prairie. New York: Harper and Brothers, 1941. 200 p. $2.00.

_____. Little Town on the Prairie. New York: Harper and Brothers, 1941. 288 p. $2.00.

_____. Long Winter. New York: Harper and Brothers, 1940. 325 p. $2.00.

APPENDIX II

INDEX NUMBERS

AND NUMBER OF TIMES EACH BOOK WAS READ

Index Number	Title	Times Read
16	Caddie Woodlawn	7
20	The Little House on the Prairie	6
21	Children of the Covered Wagon	2
21	Along the Erie Towpath	1
21	The Treasure in the Little Trunk	4
21	By Wagon and Flatboat	5
22	The Willow Whistle	5
23	The Little House in the Big Woods	2
23	Judith Lankester	2
23	Becky Landers Frontier Warrior	2
24	Jerry and the Pony Express	0
24	The Jumping Off Place	5
24	Rolling Wheels	1
24	The Nuggets of Singing Creek	4
24	Candle in the Mist	1
24	Rob Roy	2
25	Riding West with the Pony Express	2
25	By the Shores of Silver Lake	3
25	Long Winter	0
25	Stagecoach Sam	5
25	Hills of Gold	0

Index Number	Title	Times Read
26	All the Days Were Antonio's	1
26	Hello the Boat	0
26	Hickory Goody	1
26	Wagons Westward	0
27	The Little Town on the Prairie	4
27	The Secret of the Rosewood Box	15
27	Prairie Girl	3
27	A Prairie Rose	0
28	Skip Come A Lou	4
28	The Beckoning Road	2
28	Smiling Hill Farm	3
28	Give Me a River	1
28	The Puckered Moccasins	1
28	The Faraway Trail	0
28	Pilot on the River	1
28	Lucretia Ann on the Oregon Trail	0
28	Susan and Arabella Pioneers	4
29	Ramona	1
30	Steamboat Billy	12
30	Oh Susannah	2
30	Andy Breaks Trail	0
30	Towpath Andy	2
30	Dancing Tom	12
31	Drusilla	9
32	The Butterfly Shawl	2

Index Number	Title	Times Read
32	The Pioneer Twins	5
32	Susannah the Pioneer Cow	8
33	Polly Kent Rides West in the Days of '49	2
33	All Sail Set	1
34	Hester and Timothy Pioneers	3
34	Lonnie's Landing	0
35	Nelly's Silver Mine	0
36	Adella Mary in Old New Mexico	0
36	The Hoosier School Boy	5
37	Down the Ohio	2

APPENDIX III

READING SCORES

OF SEVENTH GRADE CHILDREN

Children	Reading Scores			
	Reading	Vocabulary	Total	Books Read
1. Boy	6.7	6.7	6.7	3
2. "	7.9	7.3	7.6	4
3. "	8.4	7.5	8.0	2
4. "	8.0	6.8	7.4	7
5. "	6.3	6.3	6.3	2
6. "	8.0	6.9	7.5	4
7. "	8.5	6.8	7.7	3
8. "	9.0	7.6	8.3	4
9. "	7.9	6.9	7.4	absent
10. "	7.2	6.0	6.6	2
11. "	7.5	7.2	7.4	3
12. "	7.3	6.2	6.8	3
13. "	7.5	6.4	7.0	6
14. "	7.2	7.5	7.4	2
15. "	9.4	7.9	8.7	3
16. Girl	7.4	7.4	7.4	5
17. "	7.8	6.9	7.4	3
18. "	7.4	6.0	6.7	5
19. "	8.4	7.3	7.9	4
20. "	7.0	6.5	6.8	20
21. "	6.5	6.4	6.5	3

Children		Reading Scores			
		Reading	Vocabulary	Total	Books Read
22.	Girl	9.0	7.2	8.1	9
23.	"	7.4	6.4	6.9	11
24.	"	7.9	7.0	7.5	2
25.	"	7.3	6.5	6.9	3
26.	"	7.7	7.2	7.5	14
27.	"	9.7	8.3	9.0	23
28.	"	6.6	6.3	6.5	3
29.	"	6.8	6.3	6.6	3
30.	"	8.4	7.8	8.1	7
31.	"	6.4	7.5	7.0	2
	Medians	7.5	6.9	7.4	3
	Range	6.3 - 9.7	6.0 - 8.3	6.3 - 9.0	2 - 23

APPENDIX IV

RANDOM SAMPLING

OF CHILDREN'S REPORTS ON BOOKS

Boy, age 14, reading scores 8.4 and 7.5

The Nuggets of Singing Creek

Interest One of the best I ever read

Difficulty It was easy for me

Appeal Boys and girls would like

Reality Seemed like a true story

Answered 12 of 12 questions correctly

Girl, age 12, reading scores 7.4 and 6.4

Drusilla

Interest Didn't like it - fair

Difficulty It was about right for me

Appeal Boys and girls would like

Reality Didn't seem possible

Answered 6 of 6 questions correctly

Girl, age 12, reading scores 7.7 and 7.2

Skip Come A Lou

Interest Liked it

Difficulty About right - some hard words

Appeal Girls would like better

Reality Might have happened

Answered 10 of 10 questions correctly

APPENDIX V

APPLICATION OF

THE INSTRUMENT FOR EVALUATION

Title: By The Shores of Silver Lake
Author: Laura Ingalls Wilder
Setting: Dakota, 1870's

Interest (5-15)

Fast action	1 **2** 3
Broad humor	1 **2** 3
Suspense-mystery	1 2 **3**
Appeal	1 **2** 3
Projection-identification	1 **2** 3

Authenticity (3-9)

Accuracy of physical setting	**1** 2 3
Conformity to social setting	**1** 2 3
Plausibility of characters	**1** 2 3

Reflection of Frontier Traits (5-15)

Co-operation	**1** 2 3
Independence	**1** 2 3
Respect for individual	**1** 2 3
Practicality	**1** 2 3
Physical courage	**1** 2 3

Evaluation by Experts (3-9)

Children's Catalog	**1** 2 3
Subject Index	1 2 **3**
Inclusions	1 **2** 3

Difficulty

Experts	C. C., 5-7; N.C., 5-7; Right Book, 6.9		
Personal	Below 7	**Average 7**	Above 7
Total	Below 7	**Average 7**	Above 7

Index Number 25

APPENDIX VI

OBJECTIVE TEST USED TO DETERMINE THE ACQUISITION AND RETENTION OF HISTORICAL INSIGHTS

Underline one correct answer in each sentence.

1. At the end of the journey down the river, flatboats were (torn apart to furnish lumber for a house, traded for supplies).
2. In pioneer families money was (scarce, plentiful).
3. Pioneers (seldom, often) received mail.
4. A long trip to the West was usually begun in the (fall, spring).
5. Pioneers (welcomed, were afraid to have) visitors in their homes.
6. Law breakers were tried and punished (in a regular court, by other settlers).
7. The first pioneer cabins usually had windows covered with (glass, oiled paper).
8. Pioneer children spent most of their time (in school, working at home, playing).
9. Pioneers usually had (many, few) close neighbors.
10. Pioneers got honey from (bee hives in their yards, bee trees in the woods).
11. Pioneers got salt from (stores, salt licks).
12. Mail was carried West faster by (stagecoach, Pony Express).
13. Boats moved through the canals by (steam power, being pulled by horses).
14. Pioneer families (bought, traded for, made and raised) nearly everything they needed.
15. On the frontier, towns were (close together, far apart).
16. Wagons going West crossed rivers by (fording, bridges).
17. (Women, Men) were more anxious to move farther West.
18. Pioneer children had (simple, fine) toys and (many, few) amusements.

19. Pioneers (brought furniture from the East, made rough furniture).

20. Pioneers had (much, little) variety in the food they ate.

21. Land in the West was (expensive, cheap).

22. (Most, Few) children on the frontier attended school regularly.

23. People sometimes moved West to (get better land, to make a living more easily).

24. (Missouri, California) was settled first.

25. Pioneers were usually (selfish, co-operative).